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ABSTRACT

Comparing the effectiveness of several comprehensive computer-assisted writing tools, this final report on the Writing Tools Project evaluates five IBM programs--"Writer's Workbench" (WWB), "HBJ Writer," "Rightwriter," "UNC-CH Write," and "Writing Is Thinking"--and two Macintosh programs--"Writer's Helper" and "ALP MacProof." Each program is discussed separately and the project's design and implementation are detailed. The following summary observations were made: (1) the programs' analysis of computer text offered relatively little applicable advice; (2) although most programs were on-screen versions of traditional prewriting techniques, these methods may be more effective in computer form because they individualize the process and students prefer the anonymity and novelty of computer suggestions; and (3) the fluidity and neat, objective appearance of the words on the screen and the ease with which writers can edit and rearrange text made these programs powerful writing tools. Appendixes which make up more than half of the document include the WWB Proposal; a job description (lab assistant); a mailing list; the WWB Lab Survey; memos circulated to students, instructors, staff, administrators, and attendees involved in the project; faculty and student comments; a chart comparing the software; WWB documents; a sample student paper; and sample output from "HBJ Writer," "Rightwriter," "Writer's Helper," and "Writer's Workbench." (JD)

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REPORT ON THE WRITER'S WORKBENCH AND OTHER WRITING TOOLS

November 29, 1986

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Introduction

At the initial request in April of 1986 of the Director of Athletic Association Academic Affairs, AT&T representatives were invited to set up a demonstration project at the University of North Carolina at Chapel Hill. The project spanned approximately three months and involved faculty, staff, and student evaluation of not only the Writer's Workbench Collegiate Edition software but also writing tools for the IBM PC and to a limited extent, the Apple Macintosh.

John Blanchard, Athletic Association Academic Affairs Director, provided space, supplies, and the funds for one graduate assistant, Julia Eichelberger, for the project. Chris Schleter provided technical assistance. Elson Floyd, Arts and Sciences Assistant Dean, provided the funds for a second graduate assistant, Steven Killion. The Microcomputing Support Center provided funds for a third graduate assistant, Mary Ellen O'Shields. The Microcomputing Support Center also contributed the time of Margret Hazen, Director of Instructional Computing to coordinate the project. Anne Parker, Tom Cleveland, Todd Lewis, Linwood Futrelle and Carole Page all assisted with various aspects of the project.

A proposal to evaluate the Writer's Workbench Collegiate Edition for potential purchase was drafted by Margret Hazen and sent with Associate Provost John Harrison's support to AT&T (Appendix A). The opportunity to evaluate the Writer's Workbench has been greatly appreciated. We hope that AT&T will find the suggestions provided by this report useful.

The report and conclusions therein apply to the unique environment of the UNC-CH campus and must be read with that setting in mind.

Writing Tools

Purpose

The need to improve student writing is cited in an Ad Hoc Committee on Writing Across the Curriculum Committee report entitled Report to the Faculty Council of the University of North Carolina at Chapel Hill -- "Many of our faculty feel that writing is of exceptional importance: 96% of the respondents to our faculty questionnaire agreed that 'the improvement of students' writing skills should be one of the University's educational priorities,' and that 'the University should do more to improve students' writing skills.'" (Houston, et al., 1986, p. 3)

The literature and proponents of writing tools indicate that the computer and, recently, the microcomputer offer certain advantages as an instructional medium and create the hope of addressing student needs for improving writing skills. Software on a microcomputer can offer highly individualized feedback to students' writing processes which is only rivaled by the one-on-one tutoring and teaching assistant approach -- a very costly and sometimes subjective approach.

An example of such a claim is that Kathleen Kiefer at Colorado State University has noted "As good teachers, we can all spend time teaching students to write clearly. But if the computer can improve students' writing, across the board, then we should spend our time doing those tasks that only human teachers can do: commenting on content, logical development, persuasive detail, and so on. As human teachers, we cannot work with every student in every class on every paper. We simply do not have enough hours in the day to devote to asking questions to stimulate ideas for each student, to reviewing each draft of a paper for organization and style, to proofreading for surface errors. The computer can do such tasks repeatedly, tirelessly, on demand, day or night, without lapses....

"Students get feedback consistently and immediately on their ideas; they get private reactions; they get impersonal reactions. Because writing is an egocentric activity, no writer likes to be criticized. Because a computer is an unthinking, unemotional machine, it can often respond to student writing in ways that teachers cannot. Students do not, for instance, complain that the computer is trying to change their style as they might have complained about teachers in the past. Students quickly learn the computer's strengths and weaknesses, accept its suggestions as suggestions, and go on to read and write their papers with greater critical insight and confidence." (Kiefer, 1985, p. 101)

History

Computers have been used to aid students during their pre-writing efforts, during writing -- with word processors, and during their revising and editing efforts or post-writing. During the 1960's, early computer assisted instruction programs developed at Stanford included drills on reading skills and recognizing parts of speech. Readability formulas measuring word and sentence length were designed to check the style of prose but few writers could use these scores to guide substantive revision (Kiefer, 1985, p. 96).

By the late 1970's and early 1980's, more comprehensive software became available including the Writer's Workbench developed by Bell Labs for use by technical writers. The full package consists of thirty-two separate programs that check organization, style, and diction. Charles Smith and Kathleen Kiefer began adapting and testing the Writer's Workbench at Colorado State University in 1981. In the Collegiate Edition of Writer's Workbench, student writers call for groups of programs in "shells." One command generates output for several analyses on the paper they have just typed into a terminal. Students can take away a copy of their paper and several pages of commentary on their prose. (Kiefer, 1985, p. 97)

Alternatives

By 1986 additional alternatives had, however, been produced. Most of the microcomputer packages evaluated for this report were not available prior to 1986. Listed below are brief descriptions of the writing tools for which information could be found in periodicals. The

first five were available for evaluation. Only demonstration diskettes of the two Macintosh products were available for review.

Laurence Avery, Erika Lindemann, and Joe Wittig -- English professors at the University of North Carolina -- are developing a pre-writing instructional program called WRITE. Harcourt Brace Jovanovich is working with Avery, Lindemann, and Wittig towards publication.

Harcourt Brace Jovanovich has published an IBM PC product called HBJ Writer which evolved out of an externally funded project at UCLA and was at that time referred to as Wandah. HBJ Writer is an integrated system of writing support, comprising a word processor, a set of programs to encourage planning and a free flow of ideas, and another set to direct revision by providing structural, stylistic, and grammatical feedback. A departmental or instructor copy costs $50 and a student copy, $25. A 20% educational discount is available.

Conduit has published Writer's Helper, previously for the Apple II and now for the IBM PC. It sells for $120 with a 10% discount if purchased through NCECS, a CONDUIT charter member and distributor. For a thirty day preview copy contact: Ms. Dianna Greif, CONDUIT, The University of Iowa, Oakdale Campus, Iowa City, Iowa 52242 (319) 353-5789

Writing is Thinking, published by Kapstrom, costs $165. The program helps students to analyze the problem or topic of their paper, develop the structure, and evaluate the design of their structure. Contact Kapstrom, Inc., 5952 Royal Lane, Suite 124, Dallas, TX 75230 (214) 369-1718 for a library or preview copy.

Rightwriter, by Decisionware, for the IBM PC costs $95.00. Rightwriter is a rule-based package designed to help writers of technical material eliminate errors in grammar, usage, punctuation, and style. Contact Decisionware, Inc., 2033 Wood Street, Suite 218, Sarasota, Florida 33577. Rightwriter features a 30,000 word dictionary and more than 1,500 grammatical and stylistic rules with which to make "recommendations" to authors.

MacProof, published by ALP Systems, Inc. (190 West 800 North, Provo, Utah 84604 (800) 354 5656) is a post-writing tool for the Macintosh.

Tools for Writers, available from Kinko's Academic Courseware Exchange (800) 235-6919, is another post-writing tool for the Macintosh and costs $20. Tools for Writers analyzes for sentence construction, paragraph length, use of passive voice, misuse of certain words, vocabulary size, questionable grammar, spelling problems. It works with MacWrite or Microsoft Word but also has a simple text editor.

Grammatik, originally published by Wang Electronic Publishing, Box 339, Tijeras, NM 87059 (505) 281-1643; is now available as Grammatik II through Reference Software Inc., 330 Townsend St., Suite 232, San Francisco, CA 94107 (415) 541-0222. Grammatik II was ordered in July but did not arrive in time to be reviewed. According to literature,

Grammatik II parses each sentence into phrases and then checks those phrases against a phrase dictionary. The phrase dictionary is categorized by problem types such as jargon, punctuation, split infinitives, overworked and tired expressions, passive voice, unbalanced punctuation, improper capitalization or awkward expression. Grammatik II moves through a finished document sentence by sentence and stops at the problem area. A pop-up menu provides a selection of action, such as marking the problem for revision, ignoring the error, or ignoring a specific kind of error throughout the document. It is a style checker that flags common kinds of mechanical problems and is supposed to cover at least one-third the points Writer's Workbench does. Grammatik II is designed for business users. When the user is ready to deal with problems marked by Grammatik II, a second pop-up box appears that identifies the problem type, provides a copy of the problem sentence, and suggests how to fix the problem. Once the document has been checked, a third box appears containing statistics based on document's content, such as reading level, average sentence and word length. (PC Week, May 13, 1986, 3(19), p. 32)

Punctuation + Style is published by Oasis Systems, 2765 Reynard Way, San Diego, CA 92103 (619) 291-9489.

The Quintilian Analysis is published by Joseph Nichols Publisher, Box 2394, Tulsa, OK 74101 (918) 583-3390. The Quintilian Analysis will analyze a text for stylistic factors like amount of repetition, vocabulary level, use of contractions, concreteness of language, and sentence and paragraph length. It then compares what it has found to the norms for these criteria which are found in literary essay. The program can also provide a complete word list and count.

INVENT was originally written by Hugh Burns at the U.S. Air Force Academy. Jerome Bump is transporting this software to the IBM PC as part of Project Quest at Austin, Texas.

Wordswork and Curie are under development at Michigan Technological University. Contact Cynthia A. Selfe, Dept of Humanities, Michigan Technological University, Houghton, MI 49931.

Draft is under development at Carnegie-Mellon University. Contact Christine Neuwirth, English Department, College of Humanities and Social Sciences, CMU, Pittsburgh, PA 15213-9998, (412) 268-8702.

Access is under development at the University of Minnesota. Contact Lillian S. Bridwell and Donald Ross.

Diagrammatic Writing Using Word Processing and A Computerized Guide Through the Construction of the Research Paper are under development at Methodist College. Contact Wendy Greene, Lynn Sadler, and Emory Sadler at Methodist College.

Epistle is an experimental project being tested at Carnegie-Mellon University, University of Connecticut, and Marist College. Epistle runs on IBM mainframes and is intended for office use.

Constraints

Each writing tool was evaluated according to how well it cultivated the writing skills that the University of North Carolina at Chapel Hill composition program values most, but also according to the potential and real costs of adopting such a system. Costs include space, personnel, hardware, and software. For example, did the software and hardware require support personnel; was it difficult to integrate into the curriculum; or was it difficult to use by students? If faculty, teaching assistants, and students require an inordinate amount of effort to use or interpret output from a particular system or software, such a system would be unlikely to be adopted voluntarily.

Computer use on the University of North Carolina at Chapel Hill campus is characterized by a large undergraduate population using PC-Write in several public labs across campus. Additionally, the writing tools were evaluated primarily for freshman composition student use, not for faculty or upperclassman use.

Design of Demonstration Project Implementation

A project management tool was used to produce a Gantt chart (Appendix C) to organize and communicate the various tasks of implementing a demonstration project to all the project personnel. A Gantt chart reflecting actual time spent on activities was produced at the conclusion of the project.

The original goals of the project were:

- to provide instruction on Writer's Workbench use for the Athletic, Bridge Program and English Composition students;
- to evaluate the usefulness of Writer's Workbench to these students and their teachers, that is, how well does the software encourage students to revise both the content and the quality of their papers?
- to demonstrate the capabilities and limitations of Writer's Workbench to interested faculty, staff, and students;
- to evaluate the feasibility and need for Writer's Workbench on the UNC-CH campus; and
- to provide feedback to AT&T.

Due to installation delays and instructor apprehension, the goals of the project were reoriented during week ten (July 7-11) as follows:

- to examine existing computer-assisted writing programs (including Writer's Workbench, HBJ Writer, Writing is Thinking, Rightwriter, UNC Write and Writer's Helper) for use by the Athletic Department, the summer Bridge Program, and other departments on the UNC campus;
- to examine and compare these programs by reading the current literature about them, testing them, and observing students test them (if time permitted);

- to investigate and assess the features and qualities of these writing programs so that others may determine which program, or combination of programs, will best suit their purposes; and
- to evaluate such considerations as the ease-of-use and the cost-effectiveness of a given program as well as how much it is capable of helping a writer plan, compose, and revise a paper.

After discussions with Professor Erika Lindemann, potential survey instruments were investigated. One instrument (Kiefer, 1983) was selected and modified (Appendix E). The instrument was not however used.

Implementation

Week 1 (5/5-5/9)

Gathered literature on Writer's Workbench; calls to Colorado State University and AT&T. Writer's Workbench is reviewed favorably by literature and Colorado State spoke very highly of the Collegiate Edition developed there.

Week 2 (5/12-5/16)

Same as week one; and calls to inquire about faculty and students available during second summer session. One candidate for a lab assistant: Mary Ellen O'Shields.

Problem: none.

Week 3 (5/19-5/23)

Same as week one; calls to faculty to assess interest; draft proposal for AT&T; meetings with Diane Lindberg and John Blanchard regarding draft proposal; preparation for student survey and survey instrument. The time frame for the project is estimated to be from mid-June to first week in August.

Problem: none.

Week 4 (5/26-5/30)

Generated a Gantt chart (schedule) to determine activities and resources necessary and when; John Blanchard invited Elson Floyd's participation; meeting with John Harrison for go-ahead confirmation.

Problem: none.

Week 5 (6/2-6/6)

Meeting (Harrison, Blanchard, Floyd, Parker, and Hazen) regarding schedule, staff commitments, lab use, and evaluation. A second candidate for lab assistant: Steve Killion. Wrote lab assistant job description (Appendix B). Began a mailing label list for information dissemination (Appendix D).

Problem: none; project on schedule.

Week 6 (6/9-6/13)

Inquired about, interviewed and hired lab assistant: Julia Eichelberger.

Problem: none; project on schedule.

Week 7 (6/16-6/20)

Writer's Workbench installed successfully with two working terminals; allocated tasks; drafted a survey form (Appendix E) based on information from Prof Lindemann and Colorado State University.

Problem: none; project on schedule.

Minor inconvenience: ditch dug up the path to Kenan -- walk to Kenan doubled. We learned that back up of the hard disk would take several hours.

Week 8 (6/23-6/27)

Critical week due to students arriving next week, and Margret Hazen, Chris Schleter, and Tony Magee on vacation.

Tony brought appropriate cable for AT&T to IBM PC connection; Margret consulted with George Brett; a follow up meeting with Diane; PC interface still has problems; Diane brought new printer; Bridge Program meeting.

Reported three needs to Tony and Diane: the ability to print files like glossary and diction to evaluate its contents; the need for a PC interface (Bridge students could not be expected to use both a word processor in Greenlaw and the etx editor in Kenan); and the need for multiple standards for an open lab.

Minor inconvenience: special user logins are cumbersome without a reference manual; Writer's Workbench analysis output produces three wasted pages in between printed files; final draft is not appropriate for class submission; etx reference card is needed.

Problem: two blackouts (one local to the building and the other campus wide). This problem required several hours of everyone's time for calls, and problem resolution -- had to get password files restored with the help of Unix speaking personnel (regular AT&T personnel may have been on strike) using the AT&T 800 hotline number.

Problem: PC Interface software was brought but did not function as expected. Several hours were spent by Tony, Margret, Steve, and Tom Cleveland trying to troubleshoot memory problem message. Resolved as a margining problem! Paragraphs still not detected by Writer's Workbench analysis due to carriage return and line feed differences between etx

and PC word processors. Not resolved until week and a half later with a filter program written by Todd Lewis.

Problem: Two working terminals were removed and six new ones were brought. While terminals were set up, they were not turned on until the next day (PC Interface software problems took priority). A consequent wrong cable problem was not resolved for over one week.

Project on schedule, but slipping.

Week 9 (6/30-7/3)

Additional software -- Conduit Writer's Helper, Rightwriter, Writing is Thinking -- was purchased.

Problem: Technician did not find Kenan for terminal hook-ups on Tuesday or Wednesday. Technician arrived on Thursday and determined that the wrong cables had been sent with the six new terminals.

Problem: Difficulties with special user logins (Mary Ellen O'Shields). While the cause of the difficulties was never established, an alternate approach did work.

Project one week behind schedule. Due to problems, football students were not enlisted and Bridge Program teaching assistants could not be informed about the system.

Week 10 (7/7-7/11)

Proper cables arrived Monday; Todd wrote filter program; Diane brought new version of PC Interface software on Thursday; football students started using Writer's Workbench; Bridge teaching assistants and Elson Floyd came for Writer's Workbench demo. Steve sent Bridge teaching assistants and students information on use of Writer's Workbench (Appendix F). AT&T strike is over.

Problem: The new version of the PC Interface software generated error messages during installation. Resolved next week when Tony and Diane brought new software and installation instructions.

Problem: Printer margins and paginations are still way off. Steve Killion spent many hours on the telephone with the AT&T 800 hotline people. This process was lengthened and made rather complicated due to absence of a telephone in the lab. The 800 hotline people suggested:

```
CD /usr/spool/lp/interface <>
Lpstat -p <>
Lp <>
vi dpq10_1
/echo <>
O
echo "\033C O 11" <>
echo "\033C L 26"
ZZ
(ZZ saves the file.
To get out without saving in case of error hit)
ESCape :q!<>.
```

Problem: Printer problems - new printer began disabling episodically -- temporarily resolved using troubleshooting suggestions of "lpstat -t, enable dpq10_1, qstat, startqueue" sequence of commands. (Permanently resolved next week with Tony's removal of the code provided by AT&T 800 hotline number suggestions.)

One and one half weeks behind schedule. Unix expertise appears useful if not necessary. Fewer students available; reoriented goals towards evaluation of Writer's Workbench and other writing tools.

Week 11 (7/14-7/18)

Looked at HBJ Writer, Writer's Helper, and Writing is Thinking; on Thursday Diane and Tony installed updated PC Interface software and removed AT&T 800 hotline number suggestions for printer problems. Printer no longer disabling episodically. Diane and Tony resolved margin problems at printer but not pagination. Hotline 800 number never followed up that question. Phyllis Howren's class tried Writer's Workbench and MacGregor Frank sent students to Kenan. Sent memo with demonstration times to interested faculty, staff, students, deans, directors, and departmental heads (Appendix G). Mary Ellen secured sample papers from the English department to be run through the available software. Comparison chart (Appendix I) was begun.

Problem: Printer queue went down episodically and frequently. This problem was finally resolved when Tony removed code suggested by the AT&T 800 hotline people.

Problem: Student logins did not function; differences between "bulk" and "add" feature (when total menu is never shown) was confusing.

Problem: Final copy of a paper entered via the etx editor is not formatted well enough to be handed in as a class paper. LP, line printer, command is used to print out a good copy of the file for the football students.

Problem: Inability to login as WWBADM; resolved with troubleshooting section.

Week 12 (7/21-7/25)

Bridge students and football students are continuing to use Writer's Workbench; software comparisons continuing; announcements and phone calls are bringing interested faculty.

Inconvenience: the volume of paper used by the Writer's Workbench analysis and used for student booklets, guides, and instructions is relatively large. This is exacerbated by the time and effort required to produce a good copy of the paper with and without comments.

Problem:

Week 13 (7/28-8/1)

Rightwriter brought to Kenan Lab; Macintosh tools workshop allowed access to Alps MacProof and Tools for Writers. Report format determined. Demonstrations are beginning.

Problem:

Week 14 (8/4-8/8)

Primarily faculty and staff demonstrations. Writer's Workbench system was packed up on Friday (8/8)

Problem:

Project Considerations/Notes:

(1) A multi-user environment requires a lab assistant with operating system knowledge.

(2) Short term projects are highly susceptible to set-backs within the rigidity of an academic calendar. Losing one to two weeks of a five week semester has a greater impact than might be otherwise expected.

(3) Summer projects lose time due to instrumental personnel being on vacation.

(4) A telephone in the lab is highly desirable if not necessary.

Project Costs: Approximate costs for the demonstration project were $7,000 - $8,000. Three half-time graduate assistants, one half time full time employee, and for brief periods several other full time employees were devoted to the project. Incidental costs include space, borrowed equipment, and copying costs. An unexpected shipping cost of over $600 became necessary at the conclusion of the project to return AT&T equipment.

Project Benefits: Information gathered will be valuable to future purchasing decisions across campus (Academic Affairs in Medicine, Athletics, School of Education, as well as English and Journalism in the College of Arts and Sciences.) Three English graduate students will have gained expertise in computing writing tools for composition instruction. Several other teaching assistants, staff, and faculty have been provided with hands-on information about the Writer's Workbench and other writing tools. John Blanchard and Elson Floyd have had the benefit of some experience with the usefulness of computing for their student populations.

Evaluation

Who Evaluated the Applications and How

Graduate Student Teaching Assistants

Three English Department graduate students who had all taught English 1 and 2, the two introductory composition courses at UNC-CH, were the primary evaluators. Their reactions, opinions, and evaluative comments were highly valued because of their experience with the intended audience. Reactions towards Writer's Workbench were substantiated by student comments as the graduate students worked with and observed students using Writer's Workbench. The results of graduate student evaluation efforts can be found in the section below labelled "**Results: By Application Package.**"

Undergraduate Students

Formal evaluation of the Writer's Workbench system by students in various sections of English Composition courses as well as the Bridge program and Athletic program were planned at the beginning of the project. However, fewer students became available for evaluation as (1) delays reduced recruitment time and (2) Bridge program teaching assistants were reluctant to use the system after hands on experience with it. The few students who did participate provided anecdotal evidence (Appendix H). These comments confirmed comments made by Athletic program students and other voluntary participants. In sum, the Writer's Workbench output was difficult to interpret and use without extensive assistance.

Faculty and Staff

Fourteen faculty, five teaching assistants, and an additional twenty staff members came to two-hour demonstrations (Appendix G). One predominant comment was the perception that the Writer's Workbench output would be intimidating for less experienced writers (see Appendix H).

Comparing Post-writing Analyses For One Sample Student Paper

A fourth technique involved comparing several sample student papers critiqued by graduate student teaching assistants with output for each paper from four post-writing tools (for one sample paper and

its output from four tools see Appendices K through O). The English Department had used these papers to train teaching assistants in responding to a variety of typical problems in undergraduate writing. A comparison of the nature of teaching assistant comments with software output provides an illustration of the type of contributions each makes.

Results: By Application Package

Writer's Workbench

- Pre-writing tools - none.

- Editor - Collegiate Edition etx is not similar in structure to most current word processors or editors and uses commands that are difficult to remember. While many commands are available via menus, the most needed -- how to exit -- is not only difficult to remember (Ctrl-d) but also not accessible via a menu item.

Even when there is only one user on the system, the cursor is slow to move across the screen -- if you hold it down, it might continue to move for a long time after you have released it. No text underlining is available. Long quotations need to be set off with dot commands so that DRAFT (the analysis program) will not analyze them as part of the student's writing. It is impossible for students to specify the kind of running head or other pagination they want. A final copy suitable for course submission could not be obtained using the superimposed shells of the Collegiate Edition. What was referred to as the "final" version included DRAFT commentary and illogical running heads. Similarly, a title page could not be produced. Moving blocks of text is possible, but highly complex. One must move in and out of submenus in order to mark a block, mark the end of a block, then copy or delete a block. Insertion is cumbersome because a paragraph must be reformatted on the screen after any change of more than a few letters. Additionally, a block is defined as more than one line of text so that block editing does not apply to words for example.

- Post-writing tools - thirteen modules or programs analyze students' papers via one command -- DRAFT -- which generates all thirteen analyses even though only one or two may be needed. These programs cannot be run individually within the Writer's Workbench Collegiate Edition. Output is only printed to the printer, not saved to any disk file space. Below is a description of each program and how it arrives at its results.

Organization: lists the first and last sentence of each paragraph. Titles and paragraph headings, if separated by a blank line (two line-feed characters), are also treated as if they were a paragraph. (When file is sent from a IBM PC word processor, Writer's Workbench has some trouble recognizing paragraphs without a filter program).

Development: comments on paragraph length. Evaluation takes the format, "your intro paragraph is considerably shorter than average";

definition of "average" comes from average paragraph lengths of a set of "good" papers written by freshmen at Colorado State University.

The explanation provided by the Development program to students lacks two highly desirable features. First, explanations are generalized and impersonal--"strong documents typically have"--but students want to know about their papers, not everybody else's. Second, recommendations provided by the Development program are oblique. A more practical and straightforward explanation would describe what the program actually does; for example: "DEVELOPMENT measures the words in your paper's paragraphs because short paragraphs are often underdeveloped. Paragraphs x, y, and z are shorter than average. They may need more development, but you will have to decide for yourself." After all, not all short paragraphs have something wrong with them!

The kind of explanation Development offers demonstrates a problem that appears to pervade the software. It is too indirect, not as straightforward as it should be about what the Writer's Workbench programs actually look for and what the rationale is for their conclusions. Without such clear explanations, the Writer's Workbench programs almost imply that the process of computer-assisted revising is shrouded in mystery -- the omniscient Writer's Workbench just knows your introduction needs more development. Students could use Writer's Workbench's recommendations much more intelligently if they knew how Writer's Workbench arrived at them. More practical, straightforward explanations are most definitely needed.

Both Development and Organization have difficulty distinguishing paragraphs from titles; for example, they refer to the title as the introductory paragraph.

Diction and To Be Verbs: flags words and phrases from a list that is maintained as a data file on the system. Access to this list is available via UNIX, but only UNIX knowledgeable people could figure this out; the list would be equally if not more useful for students to have access to. The entire document is printed with words from the TO BE list capitalized, and words from DICTION list not only capitalized but also set off with brackets and asterisks, for example, *[YOU]*. The program flags all forms of the problematic words, for example, *[YOU]*nger.

Suggest: is to be used in conjunction with the above programs. Words flagged by the above programs are printed in alphabetical order with a (very terse, even cryptic) suggestion for what the student should do -- omit, use a simpler word, etc. If the length of suggestion is greater than a printed line, the suggestion is not printed in the printout. Instead, the word "GLOSSARY" appears next to the word in question. Students need to pursue the suggestions in a printed glossary (they may get their own copy or consult one available in the lab).

Therefore, in order to find out why a word was flagged by the Diction program, a student must go back and forth between the Diction

printout, the Suggest printout, and possibly a Glossary before making a decision. After researching the situation for one word the student may only learn that "some suggestions may be inappropriate for your context," as Diction reminds students -- the word may very well have been used correctly. These analyses would benefit tremendously from synchronization. That is, the word as it appears in the paper, the description of the potential problem, and the warning that the problem may not actually exist could hopefully all appear in one printout location. For example:

- text: "you may curl your lashes by the use of a curler."

- explanation and caveat on the next line: "Potential problem with by the use of: by or with might say the same thing in fewer words."

Vagueness: provides a percentage of "vague" words -- but does not specify what constitutes a vague word. It checks from a list, which may be modified. Only if you have five percent or more "vague" words will the program list these words. This "5 percent trigger" cannot be changed.

Spell: consists of a dictionary of 100,000 words which cannot be modified. Students can however set up their own personal dictionaries with additional words that aren't in the Writer's Workbench dictionary. They can only use this when running Spell alone. The Spell program is the only program that can be run alone, that is, without running all the other DRAFT analysis programs.

Check: works like the Diction/Suggest combination of programs. It lists words that have appeared in the student's paper which are in the "troublesome word pairs" (AT&T, 1985, p. 3.7) category, for example, pairs like "choose/chose", "you're/your." These words are not flagged in the text, so the student doesn't know where these words appeared. It flags any appearance of a word from this list. "Where space permits, the program explains the difference; if lengthy explanation is necessary, check refers students to the Glossary. . . Students should check all word pairs to be sure they have chosen the correct word" (AT&T, 1985, p. 3.7).

The problems here are identical to those in Suggest. If students use a word that has a common homonym, their DRAFT output will have the word listed in Check. Students must go back to text and find the word, then perhaps to the glossary as well, and then determine whether their paper has used it correctly. Again, lots of paper shuffling is required, sometimes only to determine no change is necessary. This may not be the best use of students' time. Additionally, the Check program explanations are terse -- seem to have a UNIX syntactic logic, for example,

then: then: "time when"; than: "larger than," "more than"

Explanations could say "then means 'time when' and than means 'larger than' or 'more than.'" The colons and semicolons are cryptic, confusing and hinder students, who should be thinking about the meanings of these words, not about the meanings of these abbreviated explanations.

Punctuation: is referred to as and is "an elementary punctuation checker at the present stage" (AT&T, 1985, pp. 3-7). It locates only a few kinds of errors, listed on pages 3-8; for example, it catches commas, semicolons, colons, periods when they are on the wrong side of a quotation mark or parenthesis; double commas, semicolons, question marks, periods; sentences that need a space between them and commas, semicolons and colons that need a space; sentence without first word capitalized. The Punctuation program prints students' sentences ("original") and a corrected version ("revised"). Students must edit their own document for corrections. The punctuation program cannot be changed.

Grammar: detects "most split infinitives and some misuses of 'a' and 'an.'" (AT&T, 1985, pp. 3-8). The Grammar heading, like all other program headings in Writer's Workbench, appears in the printout even if it has nothing to tell the student ("No split infinitives found.") This can be misleading to students: the program often appears to give the student a clean bill of grammatical health by typing the heading "Grammar" and saying the paper has no problems, even though the program cannot detect all grammar problems.

Prose: "comments on both the average sentence length and the variety in sentence length." (AT&T, 1985, pp. 7-9ff). The Prose program components (Sentence Types, Sentence Beginnings, Verb Choice, and Passive Voice) are based on average sentence length and amount of variety in a group of freshman composition papers submitted at Colorado State University. Prose compares students' sentences to norms from these papers, which it calls "strong documents." "Variety in sentence length" is presented in a fashion that may be confusing to students.

- Sentence Types: gives a percentage of the simple and complex sentences in the paper. I don't know how it defines or identifies simple and complex sentences. The manual says the following: "The prose and style programs classify sentences into two types: simple, which includes both simple and complex sentences, and complex, which includes both complex and compound-complex sentences" (AT&T, 1985, pp. 3-10). What this means is anybody's guess. In any case, if the program finds more than 50% simple or more than 70% complex sentences, it recommends that the student "try for more variation."

- Sentence Beginnings: if more than 75% of the sentences begin with a subject, it will tell you to try other openers. Otherwise it says "your document has appropriate variety in sentence beginnings."

- Verb Choice: if more than 25% of the verbs are to be verbs, suggests sentence combining and more active verbs.

- Passive Voice: prints all instances of to be verb followed by an "-ed" word -- which is how Writer's Workbench defines passive. Thus, "it was finished" and "he was prejudiced" are both called passive. Tells student what percent of passives are in the paper, and that good papers "contain fewer than 10%."

Abstract: The documentation for Writer's Workbench indicates that the Abstract program "compares a text against a list of 314 abstract words, derived from psychological research" (p. 3-12). The list of abstract words can be modified. However, Writer's Workbench documentation warns "because the list of abstract words is derived from research..., consider changing the list of vague words instead, because that list is derived from teaching experience and your changes will not lessen its validity. It is probably wisest to keep the list of abstract words pure" (p. 3-12). Again on page 14-35, there is a statement that the "abstract words in the abstract dictionary were derived exclusively from psychological research." There is only one source cited: Paivio, A., Yuille, J.C., & Madigan, S.A. (1968, January). Concreteness, imagery, and meaningfulness. Journal of Experimental Psychology. Monograph Supplement, 76, 1-25.

Comparing a printed list of the Writer's Workbench 314 abstract words with the list in the article cited above, only 169 of the Writer's Workbench words appeared in the article. There were two other lists (separated alphabetically) containing 73 and 72 words each which were not found in the article. There is no documentation in Writer's Workbench to indicate the source of these two other lists. There were also many other words in the article which were not included in the Writer's Workbench's list of abstract words. The Writer's Workbench documentation does not indicate what criterion was used to select words from the article for use in the Writer's Workbench or to reject them.

The manual quotations and examples above are one example of the authoritarian tone of the Writer's Workbench output and documentation. It is also interesting, as the director of composition at UNC-CH pointed out, that the article cited was a 1968 article with Canadian students as the test group. Has there been no psychological study involving American students? Is there no more recent psychological study than 1968? Perhaps the claims of Writer's Workbench that their list of abstract words should be inviolable because it is based on psychological research is overstated.

Nominalizations: If there are more than 3.36 percent (is such precision warranted or necessary?) words that end in "-ion," "-ment," "-ance," or "-ence," it will list them. If less, it will say "You have appropriately limited your nominalizations."

Style: is a statistical summary of the findings which make up Prose. I don't know why in the world the two were not collated. It also has a section called "other information" that gives statistics on average word length and (apparently) a readability index. No documentation could be found to tell students or lab assistants what precisely this "other information" refers to.

Style appears to require a longer paper (more than 500 words) to be more reliable.

Students may also run FINAL, an abbreviated DRAFT. According to the manual, "The final program first prints the organization output (described above). Then it prints a final, double-spaced copy of the paper. Next, final prints the style summary table, without the extended prose comments. Finally, the percentages of vague and abstract words are printed. The output from final is intended to be used when a paper is ready to be handed in and marked. The succinct but thorough analysis it provides permits rapid stylistic evaluation by student and teacher." (AT&T, 1985, pp. 3-12) Not all teachers would agree!

- Documentation: proved cumbersome or inappropriate at several different points. Lab assistants found themselves creating or rewriting several documents (Appendix J).

- Evaluation: as the comparison between teaching assistant comments (Appendix K) and Writer's Workbench output from the sample student paper (Appendix O) indicates, not only is the output voluminous, difficult to read, and potentially difficult to interpret by beginning composition students, but the Writer's Workbench comments do not correspond to many teaching assistant comments.

Comparing Writer's Workbench output with the graduate teaching assistants' critique of the sample student paper, indicates four interesting points. First Writer's Workbench specifies that the phrase "Then 2:30 p.m. finally arrived" should be changed to "Then 2:30 p.m. Finally arrived" (see Appendix O, p. 84). Suggesting capitalization for the word "finally" was however inappropriate in this context. Second, Writer's Workbench pointed out the error "inorder" as a spelling error, whereas the teaching assistants specified the need to separate "inorder" into two words. Third, Writer's Workbench, like the teaching assistants, suggested the student combine sentences ("Since your average sentence length is less than 18 you could probably strengthen your essay by combining more sentences") and that the student should avoid too many forms of the verb to be. Finally, the program caught a mechanical error (spelling) that the teaching assistants missed in the third line from the bottom (accidently vs. accidentally).

- Conclusion: The Writer's Workbench system is expensive and cumbersome. Not only must there be a UNIX knowledgeable lab attendant to run the programs, but teachers must also train themselves in interpreting the Writer's Workbench lab output, since most beginning students will not be able to do so alone. What the program has to say generally has little impact on the real problems of a student's paper.

HBJ Writer

- Pre-writing tools - consist of four programs: Freewriting, Nutshelling, Planning, and Invisible Writing. Students can save their

work as a regular word-processing file, view it again later, alter, and incorporate it into a draft of their paper if they wish.

Freewriting: instructs the student to "type continuously, without pausing to make corrections." If the student pauses for more than 10 seconds or so, a message flashes: Keep Typing. This will continue until the student has written about 150 words. Then the student is prompted to write a coherent sentence summarizing this freestyle text which becomes the "springboard" (Gerrard, 1986, p. 37) for another cycle of freewriting. They can go through as many cycles as they wish. Students can use the Esc key to leave the program and work will be saved.

Nutshelling: is a series of informal questions on the paper's title, purpose, audience, and main ideas. Students responses to these questions are put into a more organized format (Gerrard, 1986, p. 39). This serves as a reminder of the main elements of the paper. Students can print this and keep it in front of them as they compose, or call up the file to check on how they're doing as they work on the paper via multiple windows on the screen. This program is also an option in the Post-writing section.

Planning: is well-suited for an argumentative paper. Friendly questions similar to those in Nutshelling generate a rough outline, identifying the major point the student wishes to make, the major arguments for and against it, and some supporting detail within each argument. Even students who hate to outline should find it easy to make one with this program. They may save it and then access it via the word processor, and expand it or move things around. They may also keep the outline on a split screen and work on a draft at the same time. See p. 41 of User's manual for picture of an outline.

Invisible Writing: Students must type about 100 words; the screen does not display what they type until they are finished. The program encourages spontaneous thoughts and keeps people from trying to edit themselves out of existence. They may save this file.

- Editor - The structure of the HBJ Writer word processor does not resemble any of the current word processors used at UNC-CH. The program comes with a keyboard template; cursor keys are now function keys; the <Esc> key is mysteriously referred to as Back, and there are other unaccountable substitutions.

Insertion is cumbersome. You must go into an "insert" mode and then declare yourself finished, instead of just moving with the cursor and typing. In general, text editing in HBJ Writer is much less efficient (more keystrokes and complicated commands) than is usual for other word processors.

The printout produced by the HBJ Writer word processor formats papers that are suitable for class submission. The fact that there is a word processor in the program means that all three areas (pre-writing, composing, revising) are compatible and interchangeable; students can jump back and forth, merge pre-writing files with drafts,

and revise easily (see post-analysis features.) This is an advantage, but the HBJ Writer editor's incompatibility with other kinds of word processors is a disadvantage. Learning to use the HBJ Writer word processor will not help students who go on to learn a more common word processor, except that it will make whatever they use later seem a lot better!

HBJ Writer writer cannot input IBM PC ASCII files. All student work has to take place within the HBJ Writer package.

Another curious feature of the HBJ Writer package: because it is based on the UCSD Pascal language and operating system, students need to format blank disks on which to store their work or text. The HBJ Writer package will however format only 3 disks. Students are advised in the instructions to erase papers when they have filled three disks. Therefore, the package assumes that students will no longer require HBJ Writer beyond the number of files or papers that fit on three diskettes.

• Post-writing tools - The most noteworthy overall feature of HBJ Writer post-writing is that these programs are interactive: students can get comments on the screen, with the cursor positioned upon the potential problematic word, so that the student can decide how or if to change, and then move on. A printed copy is also available for most programs, except Word Usage. Another noteworthy feature: several programs are designed not to analyze text but to review, revise, and rethink the content of the paper. This process continues to emphasize the content even after a draft is finished.

HBJ Writer consists of four major post-writing menus: Organizational Review, Stylistic Review, Mechanical Review, and Commenting on a Paper.

Everything in Reviewing and Revising must be asked for specifically via a menu; most features can only be executed one at a time. It can take 30-45 minutes to run and print out everything that is available. In that sense, HBJ Writer is slow. But since students do not have to view things that they don't want or that their teachers haven't required, HBJ Writer is efficient, and can cut down on the amount of useless information the students have to wade through. Additionally, since the programs are interactive, the students can make the changes much more quickly than they can with a printout that "dumps" the entire text analysis. This, too, contributes to the overall efficiency of HBJ Writer.

Organizational Review: consists of three subsections -- Nutshell of your Paper, Transition and Pronoun Search, and Sentence Outline of Your Paper.

- Nutshell of your Paper: Before you start, a screen encourages you not to do this unless at least half a day has elapsed since you have worked on the paper. Next, it gives the same series of questions as in the pre-writing version of Nutshell, and generates the same format of results. By using split screens, student can view this

nutshell at the same time as a draft, or in comparison with the original nutshell finished in the pre-writing section. Students can decide if they have changed from their original intent, if their draft lives up to their intent, which intent they prefer, etc.

- Transition and Pronoun Search: "finds and highlights all of the common transition words in your paper" (Gerrard, 1986, p. 47). The printed output underlines these words (on a color monitor these words are highlighted in blue). It can also highlight all pronouns -- but this is a separate request and a separate printout. Analysis takes time (approximately 8-10 minutes) and the results of the analysis are not saved. They can only be viewed and printed while inside the current program.

- Sentence Outline of Your Paper: produces an outline from sentences within students' papers, either the first sentence of each paragraph, or sentences the student selects. HBJ Writer detects a period as the end of a sentence, so a word like "Mrs." is determined the end of that sentence. No adjustments appear to be allowed. Students may save this outline and view it on a split screen while revising their drafts.

Stylistic Review: identifies "be" verbs, prepositions, abstract words, "-tion" or "sion" words, and gender-specific nouns. The lists this program compares against the student paper was not located in any HBJ Writer documentation.

Each of these groups has a code letter -- b for Be verbs, p for prepositions, etc. Students papers appear on the screen (and on printout if requested) with these code letters underneath each occurrence of a "be" verb, a preposition, etc. Students may choose to have any combination of these categories highlighted in their papers.

After the stylistic review has been run, students can get a "Stylistic Summary" of the entire paper. (See Gerrard, 1986, pp. 52 ff. for an explanation of how to interpret the Stylistic Summary. These explanations are clear and would be helpful, I think.) Menu items from Stylistic Review follow.

- Sentence and paragraph length: produces total number of words, sentences, and paragraphs found in the paper; the length of the longest and shortest sentence in the paper; and comments on the length and variety of sentences.

- "Be" verbs: produces number and percentage of sentences using them. Recommends the use of more active verbs if necessary.

- Prepositions: produces total number of prepositions and infinitives. Suggests limiting them.

- Abstract words: produces percentage of sentences that have at least one abstract word, and number of sentences with more than one abstract word. Encourages concrete language.

- "-tion" or "-sion" words: produces the percentage of these words, and suggests using more strong verbs.

- Gender-specific: produces a percentage of words from a list of nouns that refer to gender, with a reminder to check pronouns as well.

- Sentence-length graph: produces a bar graph. "]" equals one word; each sentence is displayed on a separate line. A nice feature.

Mechanical Review: has three features -- Word Usage, Punctuation, and Spelling. Students may work through each program and make changes as they go along, then save all the changes at once as a new version of their paper. The three menu items or features follow below.

- Word Usage: checks against a list that can be found in back of Instructor's Manual (Gerrard, 1986). These words are highlighted on the screen. See page 56 of User's Manual for a picture of the split screen. In the bottom half is the student's paper with the potential problems highlighted. In the top half are instructions on how to move from one highlighted word to another. Student can move to a highlighted word, then request an explanation of the potential problem. The requested explanation will appear in the top half of the screen. The cursor is on the word in question, and the student may then change the word and/or move on to the next problem. This means they can work through the flagged words quickly without having to dwell on words that they have actually used correctly. The list of words and the explanations also appear in Appendix C of the Instructor's Manual.

- Punctuation: flags parentheses and brackets if they are left open; flags quotation marks if they are left open and where punctuation appears outside a quotation mark; also reminds students that a long quotation should be indented and single-spaced. Also flags other punctuation errors like improper placement of ellipses; any question word not followed by a question mark (a bit troublesome), and missing punctuation after "Ms." and "Mr." and "Dr."

Each feature must be run separately and each feature is interactive like Word Usage.

- Spelling: uses a separate spelling disk to check against its dictionary. Students may jump to each flagged potential misspelling, correct it right away, or mark it with an "@" (which gets saved into student's regular file for that paper) to be corrected or checked later.

Commenting on a Paper: This feature can be used by the teacher or by other students as a type of draft workshop. It includes a Commenting Guide much like a draft-workshop worksheet. The commentator may write up to 2307 words of remarks. The commentator is also encouraged to write his/her own nutshell of the paper, to compare with the author's. Commentator then saves another version of the paper, with comments imbedded. Several people may comment on the same paper and save comments separately. When students view the comments, the "Viewing and Printing a Paper With Comments" feature allows them to

jump from one comment to the next, instead of having to search for them. The printed version consists of entire paper with imbedded comments.

• Documentation: is easy to read and understand, thorough, and explains what the program is doing. Lesson plans and other suggestions for use are included.

• Evaluation: The pre-writing programs of HBJ Writer encourage students both to generate their own material and to evaluate content critically (narrowing their topics, meeting assignment requirements, organizing their papers) from the beginning. Reluctant writers will come to their tutors with several sheets of pre-writing instead of blank paper and an unread assignment. HBJ Writer's sentence graphs are more meaningful than Writer's Workbench's "you have varied your sentences appropriately."

Comparing HBJ Writer output with the graduate teaching assistants' critique of the sample student paper, indicates one common feature: HBJ Writer, like the teaching assistants, suggested the student avoid too many forms of the verb to be. Guilty phrases were underlined by HBJ Writer (see Appendix L, p. 59).

• Conclusion: A primary concern about HBJ Writer -- it is totally self-contained within an operating system that is not compatible with the primary one in use on this campus. Students must use this package from the beginning of their paper, to its final version.

Rightwriter

Rightwriter is a post-writing textual-analysis program. It encourages revision by printing interlinear comments which identify problems and often suggest corrections. It is very fast and easy to use, employing but the single command, "RIGHT".

Rightwriter creates a new document with the suffix ".OUT" that contains the analysis, leaving the students' real document, created in their favorite word processor, untouched. Directly beneath a problem sentence, a student can find a flag for a potential problem and often its solution.

As best as can be determined, Rightwriter relies on word or phrase lists existing in the software to produce comments (except comment numbers 9, 14, 15, 17, 21, 22, 23, 24, 25 and 26 [described in the following pages]). These word lists are not printed in the Rightwriter Manual, nor can they apparently be modified in the software.

• Pre-writing tools - none.

• Editor - none.

• Post-writing tools - analysis consists of three modules: Comments Inserted into Text (32 comments), a Summary, and a Word Frequency List. These appear in a file created by Rightwriter with the suffix ".out"; this file contains a reproduced text with comments inserted into it and the summary and word frequency list at the end of the file.

Comments Inserted into Text: follows the format below (from a sample personal letter to a recalcitrant property manager):

```
---------
  top. But most troublesome is the casual way you said you would "
          ^<<* 23. SENTENCE BEGINS WITH BUT *>>
  bring the checkbook out", then neglected to do so because of the
                                ^<<* 14. INVERTED PUNCTUATION *>>
  allegedly damaged screens, then you said you would
---------
```

In the case of several problems within a single line, the comments appear thus:

```
---------
  you thought wasn't listed on the damage sheet. While we believe
                                <<* 21. PASSIVE VOICE: wasn't listed *>>
          <<* 17. LONG SENTENCE: 54 words *>>^
                  << 31. COMPLEX SENTENCE *>>^
  you, by the way, we don't yet know this wasn't listed
---------
```

The numbers in the comments refer to the number of the comment as listed in the handbook. Students can look there for more guidance. Using the Rightwriter printout, students edit their original document file, untouched by Rightwriter, using their favorite editor or word processor.

Sample Comments Inserted into Text are listed below. Items in parentheses appear as interlinear comments. The number of each comment refers to the number in the printout and in the Rightwriter Manual.

1) REPLACE: suggests a shorter phrase in place of a longer (REPLACE in order to BY to) or notes incorrect usage ("REPLACE their is BY there is").

2) REPHRASE, WORDY: detects wordy phrases and suggests that they be condensed (e.g. "WORDY: along similar lines -- A wordy expression that can be shortened").

3) WEAK: advises to strengthen things like "almost always should" and "in my opinion".

4) NEGATIVE: sees a negative word (e.g. "no" or "not") and suggests rephrasing, for example, "replace 'not absent' with 'present'".

5) VAGUE: words and phrases (e.g. "fascinating" or "there is evidence that").

6) COLLOQUIAL: for example, "heck", "bogged down."

7) REPLACE: suggests inflated diction be changed (e.g. "REPLACE utilize BY SIMPLER "use").

8) CONSIDER OMITTING: empty phrases like, "it would seem" and long, weak phrases like, "it has rarely been the case."

9) PUNCTUATION: two bits of punctuation in a row, for example";,".

10) OVERUSED: phrases like "and furthermore", "a case in point".

11) AMBIGUOUS: phrases like "trainee supervisor manager".

12) CLICHéS: for example, "busy as a bee".

13) REDUNDANT: phrases like "the month of", "the city of".

14) INVERTED PUNCTUATION: flags punctuation on the wrong side of quotation marks, for example, ", and" or "and",.

15) SINGLE WORD ENCLOSED BY QUOTES.

16) UNNECESSARY COMMA: advises to "check to see if the comma is needed".

17) LONG SENTENCES: flags sentences over twenty-two words long, a standard based on a Department of Defense study.

18) NOT A WORD: misspellings or common misusages -- the latter have suggestions for replacement (e.g. "NOT A WORD.REPLACE accidently BY accidentally" or NOT A WORD: muchly").

19) WRONG VERB: subject-verb agreement (e.g. "REPLACE She do BY She does").

20) WRONG PRONOUN: agreement with antecedents or non-pronouns like "hisself".

21) PASSIVE VOICE.

22) SPLIT INFINITIVE: for example, "to quickly run."

23) SENTENCE BEGINS WITH BUT.

24) QUOTATIONS INTRODUCED BY THAT ARE INDIRECT: flags badly produced indirect quotations like, "Tom said that 'we should all go.'"

25) REPEATED WORD: catches typos typos.

26) LONG PARAGRAPH.

27) SEMICOLONS SEPARATE INDEPENDENT CLAUSES: flags badly punctuated sentences like, "Since the new manager came; sales have increased".

28) NOT A COMPLETE SENTENCE: flags sentence fragments lacking predicate verbs.

29) OFFENSIVE WORD flags deprecatory and sexist language.

30) LEGALESE: suggests to replace legalistic words like "'whereas'" with the more common 'since'" or that legalistic words like "'herewith' can be dropped with no loss of meaning."

31) COMPLEX SENTENCE: suggests to shorten long sentences, to "use fewer qualifying phrases, or [to break] the sentence into multiple sentences.

32) INCOMPLETE SENTENCE OR MISSING COMMA: "occurs when a sentence fragment occurs, or when a subordinate clause is not separated from the independent clause by a comma."

Summary: module consists of four indices (readability, strength, descriptive, and jargon), sentence structure analysis, and an uncommon word list.

- a readability index measures which the grade-level (ninth, tenth, eleventh) reading ability necessary to understand the document]. The Readability Index ranges from 1.0 to 50.0 and considers low scores to be good. "Rightwriter uses the Flesch-Kincaid formula to calculate the Readability Index. This formula is the United States Government Department of Defense standard" (Rightwriter, 1985, pp. 5-3).

- a strength index: evidently looks at the number and frequency of the above comments to rate the strength of the document]; The Strength Index is a number between 0.0 (bad) and 1.0 (good). If the index number is below .5, it will offer suggestions where appropriate, like use the active voice, use shorter sentences, use less wordy phrases, use more common words, fewer clichés, more positive wording, less slang, fewer abbreviations, fewer weak phrases, and less ambiguous writing. It thus reenforces the comments inserted into text.

- a descriptive index: measures the frequency of adjectives and adverbs (but doesn't give a rating if that number is not below what Rightwriter considers acceptable);

- a jargon index: "a measure of the use of jargon and buzz words in the document";

- a sentence structure analysis: examines whether the sentences are compound or simple, recommending the latter, what they start with (nouns, verbs, prepositions, connectives, pronouns, adverbs, "it" and "there". It criticizes too many superlatives and exclamations, and too few prepositional phrases (most software criticizes prepositional phrases!) and too few predicate verbs (verbs other than to be).

- an uncommon word list: flags uncommon (possibly like Writer's Workbench's vague words), slang and misspelled words.

Word Frequency List: (optional) lists every word in the document with the number of appearances each makes. The word frequency list -- an item missing from other sophisticated computerized writing aids -- helps students see how often they use favorite words by listing the number of occurrences of each word in the document. Thus, a listing like,

PRINCIPALITY 25
PRINCIPLE 2

may highlight to the student the importance of varying the latter word.

• Documentation: This software is very well documented; the manual explains any comment a student may not understand.

• Evaluation: Grammatically, Rightwriter appears to be the most thorough of those programs examined. It analyses for:

1. REPLACE (calls possible homonym errors to a student's attention),
9. PUNCTUATION (seems to flag punctuation problems generated by typographical error),
11. AMBIGUOUS,
16. UNNECESSARY COMMA,
18. NOT A WORD,
19. WRONG VERB,
20. WRONG PRONOUN,
22. SPLIT INFINITIVE,
24. QUOTATIONS INTRODUCED BY THAT ARE INDIRECT,
27. SEMICOLONS SEPARATE INDEPENDENT CLAUSES,
28. NOT A COMPLETE SENTENCE, and
32. INCOMPLETE SENTENCE OR MISSING COMMA

It is equally thorough for stylistic analyses, but this may be more of a problem than an aid, depending upon an instructor's philosophy of composition.

The software aims to help students achieve a very simple, easy-to-understand style of writing comprised of short paragraphs, short, simple sentences and words of few syllables. This is a result of the sources of its concept of good style. The program employs the Flesch-Kincaid scale of reading difficulty, a scale based on things like syllable count, to determine readability. This scale is the standard the Department of Defense, according to the proud handbook, used when producing documents and manuals. A composition teacher, however, is usually not interested in teaching a student to write for a Department of Defense audience. Rather, such an instructor would wish to teach a student to write for educated, literate, well-informed audiences (see the sample student paper and analyses in Appendices K and M).

In a similar vein, this program enthusiastically criticizes long and complex sentences. At UNC-CH, however, we teach sentence-combining

as a means of producing just such a sentence in the belief that a complex sentence reflects a complex thought and that at college a complex thought never hurt anyone, even those working on Department of Defense contracts.

Comparing Rightwriter output with the graduate teaching assistants' critique of the sample student paper, indicates three interesting points. First Rightwriter suggested (seven lines down on p. 66 in Appendix M) to replace "try and " with "try to." This is good advice although the teaching assistants suggested omitting try altogether. Second, Rightwriter suggested that the student should omit "I think" because it is weak. This is also good advice although the teaching assistants did not comment on this due to the conversational and friendly nature of the letter. The teaching assistant is taking the context into consideration whereas the program cannot do this. Finally, the program caught a mechanical error (spelling) that the teaching assistants missed in the third line from the bottom (accidently vs. accidentally).

• Conclusion: This program has very fine qualities; among the best of these is its ease of use. It would probably best be employed in close cooperation with a teacher or tutor who would say, "ignore the readability score; it's nonsense", and who would assure the student that long, complex sentences are often good and that these comments should be ignored as well. It is, with the proper caveats, a very worthwhile piece of software.

UNC-CH Write

• Pre-writing tools - UNC-CH Write consists of two parts, PLAN and ORGANIZE and operates on the basis of instruction or mini-lectures covering each step of the pre-writing process, along with exercises, before students go on to do the same things to their own material. The exercises are appropriate and optional. PLAN concentrates on helping the student develop ideas about audience, purpose and subject while ORGANIZE helps the student explore, classify, order and adjust the material developed in PLAN.

PLAN consists of three sections -- subject, purpose, and audience sections that help students plan their paper.

- a subject cycle that allows the student to write a preliminary statement of the subject, focus and restrict it, and briefly consider the subject in terms of its concreteness or abstractness.

- a purpose section to help students state their subject concretely and to develop it. The purposes emphasized by the program are to explain, to describe, to narrate, and to argue.

- an audience section asks students to consider and to state the audience of their papers. The student considers the audience's motives for reading the paper, that is, for required information, for help with a decision, or for casual interest. Students must then consider how

well-informed that audience will be on the subject at hand -- more, less, or equally so. Next, students consider their relationship to their audience: are they friends, peers, subordinates or superiors.

ORGANIZE has four sections: explore, classify, order and adjust. Students explore their subject to generate more material about it, classify the material into main and secondary points, order the points in the way best suited to their purpose and adjust the paper to suit their audience. It thus complements PLAN.

- explore helps students brainstorm via prompts. They can bypass these prompts if they want and freewrite and brainstorm on their own. The prompts ask students to consider the subject in terms of previous experience, attitudes towards it, and categories into which it falls. The experience and attitudes sections include the students' own and what they perceive to be that of other people.

"Categories" reminds students that they said their subject was concrete or abstract in PLAN and asks them to refine that classification. Concrete subjects are to be developed by describing and by classifying. The program asks students to describe their subject and then to augment that description with facts and statistics. It then prompts them to categorize its class or group, for example computers, and then to refine the classification by explaining what the subject has in common with its class and how it is different from its class.

"Categories" allows students to define and give examples of abstract subjects. The program encourages the student to define important terms, to come up with synonyms, antonyms and problems in reader understanding -- all important for a discussion involving an abstract topic.

Students are next prompted to refine their ideas about whether the subject is changing or changeless as previously defined in PLAN. They are to discuss the past and future of their topic and to explore the causes and effects of a changing subject. They are also to discuss a changeless subject by analysis and comparison.

- classify helps students produce a working outline. Under the guidance of this program, the student will sort the material generated thus far into a usable outline. As students produce an outline, the editor provides two windows, one for former jottings and the other for a more formal sentence outline.

- order helps students further refine the outline created in classify. They are prompted to use a random, temporal, spatial or logical order according to their paper's purpose -- narration, explanation, description or argument.

- adjust requires the student to consider the paper in terms of the audience's expectations. It discusses three aspects of a paper:

- Proportion: explains how to determine which parts should be longer or shorter and why.
- Tone is concerned with sentence structure (simple or complex), word choice, students' relations with their audience (friends, peers, subordinates or superiors) and point of view as created by pronoun use.
- Introduction asks for a purpose statement, a mapping statement (predicting the parts of the paper), background information and something to catch reader interest.

• Editor - UNC-CH Write's editor is very appealing. It uses color well and in many ways resembles MicroSoft Word. In its use of block commands it resembles Word Perfect. The editor features automatic wordwrap and automatic reformatting. The command menu is accessed by pressing the <Esc> key. The commands available in this menu are Edit, Help, Quit, Clear, Load, Save and Print. One accesses these commands by hitting the first letter of the particular command.

The help screen offers instructions for typing in text, cursor movement, block marking, windows and character effects (underline, **boldface**, **boldface underlining**, resume normal, and change effect). Cursor movement is very easy. Arrow keys move a character or line at a time, and function keys F5 through F10 move from word to word, sentence to sentence, or paragraph to paragraph. Character formatting is simple, though best done while actually typing in the characters you want formatted.

The editor features automatic wordwrap and automatic reformatting: the paragraphs remain formatted no matter how you abuse them. This makes typing in and repairing text very easy. The files created by this editor are available in other word processors, including PC-Write, MicroSoft-Word and (by inference) Word Perfect. They may require adjustment and reformatting.

• Documentation: Due to a tutorial disk, help screens and lessons on concepts, students require little written documentation. Instructor and student documentation is under development.

• Evaluation: UNC-CH Write is a one-time investment, and a patient and indefatigable writing tutor. Possibly the most difficult part of composition involves filling up the blank sheet of paper. Write offers a systematic, painless way of so doing. The student who shows up at the Writing Center with nothing written and no assignment sheet read could usefully be directed to this program, reserving the tutor's energies for the student who has something already written.

UNC-CH Write covers each step of the pre-writing stage of composition up to the production of a rough draft. It offers step-by-step guidance in the form of mini-lectures, as well as good examples of the subject at hand with follow-up exercises to practice the newly acquired skill before students put what they have learned into practice on their own paper. It is a sound piece of instructional software.

Once students have produced something approaching a rough draft using UNC-CH Write, they can either refine it using the UNC-CH Write editor or any other editor which will accept ASCII files. Working with ASCII files may however mean some reformatting of paragraphs. This kind of accessibility seems increasingly essential for computer-assisted writing tools because students will most likely want to run a number of programs on their papers, ranging from pre-writing assistance to post-writing analysis.

• Conclusion: UNC-CH Write is one of the best pre-writing programs we have tested. It offers a systematic and reliable means of producing and arranging material for composition in an attractive and easy to operate program and would therefore complement the composition courses at UNC-CH. Its philosophy of composition is that of the composition program within the English Department: it uses the appropriate modes of discourse covered in English 1 and English 2 to produce a single paper, allowing students to determine which modes of discourse are appropriate for their compositions. This would also make an excellent addition to the Writing Center.

Writing is Thinking

Purpose: "To assist writers in transforming thoughts into clear, understandable papers."

Results: "To produce 4 print-outs containing the preparation and rough draft of a 500-1000 word paper."

Age Level: "Secondary School through Adults"

Overview: Designed by Mary Kappel, who teaches writing, Writing is Thinking is not really comparable with Writer's Workbench and similar textual analysis programs because it concentrates on the **process** of writing rather than analyzing the results and giving computerized feedback regarding student compositions. Primarily, the student is prompted to think, question, and control ideas to produce a finished paper. The software may be used effectively for the pre-writing, writing, and revision stages of the composition process. The author states that the program was used for years without a computer being involved.

While it continuously asks students questions as they compose, students decide for themselves (after reading screens of information) whether their work is satisfactory or requires additional revisions. The statistics given regarding sentence variety and other things is based upon the student's own responses rather than on statistical analysis of the paper. Therefore, its accuracy is entirely dependent upon the student's understanding of the grammatical concepts although the software provides assistance and examples on help screens and in the Lab Book. When the software displays statistics (percentages of different kinds of sentences, for instance), these percentages may be entirely wrong since they are derived from the student's own answers in identifying the sentence structures.

With its literature, Writing Is Thinking includes the statement that the software "does not teach grammar nor does it test your basic knowledge of English." Among the prerequisites for using the software successfully are the ability "to judge whether you follow instructions correctly" and to "seek help for what you do not understand" (Kappel, 1983, p. 3). With these considerations in mind, Kapstrom claims that the program can be used by writers ranging from elementary school students to graduate students and professionals, from those who need remedial work to those who are proficient writers who want to state their ideas clearly and simply. Kapstrom adds that the "quality of the work that is produced depends on the maturity and sophistication of the writer's mind" (Kappel, 1983, p. 2).

- Pre-writing tools - Two chapters "Analyze the Problem" and "Develop the Structure" deal with pre-writing while the third one "Develop the Structure Part II" actually helps the student prepare a rough draft.

ANALYZE THE PROBLEM: The first chapter states its goals (on the screen) as:

To teach that writing is a detailed expression of an author's opinion.
To encourage thought on a topic before formulating an opinion.
To clarify the difference between fact and opinion.
To stress that the main ideas of papers are opinions and the supporting details are facts.
To show that writing a paper is answe ing an unspoken question.

To accomplish these goals, this chapter includes brainstorming, focusing the ideas into six complete sentences and then writing the thesis in one complete sentence, distinguishing between fact and opinion (including a quiz), converting opinion statement into a question, avoiding unintentional thesis changes, limiting the question to one main idea, avoiding vague terms in a thesis, and checking for inappropriate thesis questions. This chapter should result in "a question your paper will answer."

DEVELOP THE STRUCTURE: This chapter states its goals as:

To teach the five basic structure patterns for writing.
To show the advantage of a strong sentence outline.
To encourage use of well-conceived outlines.

The Develop the Structure chapter begins by identifying two basic kinds of writing: narration and exposition. Students select the kind of writing they will be doing and then examine the appropriate structural patterns from the five basic ones: chronology and in medias res for narration, and state the main idea (five paragraphs), inductive, compare and contrast for exposition. Help screens explain the patterns and give examples of them. Students are given specific steps for each pattern. For example, if the student selects the expository mode and decides to use comparison and contrast as the development pattern, Writing Is Thinking will suggest that the paper may be developed in the following way:

I. Introduce topic
II. Compare/contrast 2 activities in one way
III. Compare/contrast 2 activities in second way
IV. Compare/contrast 2 activities in third way
V. Draw conclusion (Main Idea)

Students will then be prompted to write a sentence outline following the pattern they have selected. Student is asked specific questions relating to the mode and pattern they have chosen. For example, if using narration, they will respond to questions such as: "Will this outline allow you to produce a story with a good plot and a strong point?" or "Do your episodes build to a climax to emphasize your main point?" There are many opportunities for the student to make revisions.

After creating the outline, students are prompted to create a fact file to support their ideas. The screen shows a diagram (in outline form) of three opinions, each supported with three facts. Students are prompted to stop to gather facts for their paper and see the accompanying Lab Book for a discussion of differences in fact and opinion or to create an on-screen fact file with sentences or phrases which may then be edited. At the end of the chapter are suggestions for expanding the outline to three levels with each A or B possibly developing into a separate paragraph. This chapter should result in "An outline that sets the basic thought pattern for your paper with supporting facts and examples grouped together."

DEVELOP THE STRUCTURE PART II: The third chapter concentrates on paragraph development and states its objectives as:

To show that paragraph development means providing enough facts to support the opinion of a paragraph.
To identify characteristics of good paragraphing.
To review the techniques used in introductions, middle paragraphs, and conclusions.

This chapter emphasizes unifying each paragraph, using vivid details, arranging ideas in a clear order, and allowing the ideas to flow smoothly. After giving guidelines for good paragraph composition, Writing Is Thinking begins with information on the introductory paragraph (complete with example).

Then, using student outline and questions, the software prompts students to write two possible introductions from which they will later select the one for use in the paper. Students also write body paragraphs, again being prompted with parts of their own outline. Finally, they write a conclusion. If students want to move to the next screen without developing the paragraph sufficiently, the program will prompt them to think of a few more sentences to write. There are also on-screen prompts such as the following for the concluding paragraph in a chronological pattern of narration: "Carefully relate this episode so that it stresses your main point and effectively ends the story. Remember that this is the strongest part of your story, and you will want an appropriate and intriguing ending." This chapter should result in a "rough draft of your paper."

• Editor - While Writing Is Thinking is not a word processing program, it does allow the student to write, in parts, the rough draft of the paper easily and to make revisions. There are blocks displayed on the screen in which the student is to write specific ideas or paragraphs, but sometimes there are restrictions as to minimum or maximum length. For instance, the individual paragraphs should be at least four lines (or the software will prompt the student to add a bit more) but no more than fifteen line (a maximum that may unnecessarily limit advanced writers). Writing Is Thinking will produce a printed product of individual parts or of the entire process. It will NOT produce a final draft which could be submitted. When students select the Word Processing option, they are told to insert their word processing software at the DOS prompt.

• Post-writing tools -

EVALUATE THE DESIGN: Chapter IV states its objectives as:

To present a specific order for revision.
To distinguish between revision and editing.
To re-emphasize the importance of content.

This section is perhaps the weakest of the four. The student is warned on-screen that the computer "will not make judgments about the quality of your work" and "will help only if you seriously consider the questions asked and closely examine your work." It then provides a suggested order of revision from most important to least important. The student is able to follow each of these suggested revision (Main point, Organization, Paragraph development, Audience) and editing steps (Sentence structure, Parallelism, Word usage, Grammar) and makes a final assessment of the paper

Students may choose to receive information about the editing steps, for instance, sentence structure or parallelism. Their paper is then displayed paragraph by paragraph as they make particular choices on the screen, do small changes, or mark the paragraph for more extensive work later. The program accepts whatever the student answers and may even prepare erroneous statistics (for example, percentages of simple, compound, complex sentences) which could mislead the student. It seems that the effectiveness of this part of Writing Is Thinking is directly related to the competence of the student. In addition, students may be misled into thinking their sentences and grammar are correct since the "computer didn't find anything wrong." Some of these problems may be alleviated if the student understands the limitations of the program and uses the Lab Book for a better understanding of grammatical and structural concepts.

This chapter should result in "a revised and edited rough draft."

• Documentation: The lab manual consists of two parts: User Instructions (119 pages) and Lab Book (62 pages). The User Instructions seems more directed toward the teacher or seminar director than to the individual student user. There are instructional plans for using Writing Is Thinking for various periods of time from a few hours to an entire semester, for everything from self-study to tutoring, workshops, and classroom use. There are suggested course syllabi, lecture materials, and classroom exercises. The User Instructions also includes basic instructions on the use of the computer including disks and keyboards.

Often the screen refers the student to the Lab Book which follows closely the sequence of the program, giving more detailed explanations and additional examples to help the student become more proficient in the process of writing. Perhaps students would be better able to use Chapter IV if they studied the Lab Book manual extensively.

• Evaluation: Writing Is Thinking does not assist students in finding a topic about which to write. It merely asks students to identify their topic.

Writing Is Thinking takes from 3 to 6 hours for one paper. However, students may work on any individual part (in 30-45 minute sessions), save their work, and return to it later. Clear on-screen instructions indicate how they may also backtrack to previous steps and make changes. Any portion of the work may be saved on disk and printed.

Students have to change disks in order to do various parts of the program, but there are clear on-screen prompts directing them. There is also a basic introduction to computers in the documentation.

Writing Is Thinking is not a word processing program with advanced editing capabilities. Students should transfer their work to a word processor for a finished copy. Kapstrom sees this transfer as an advantage in that it teaches the student that "the creation of a paper and the production of final copy are different processes" (Kappel, 1983, p. 6).

Writing Is Thinking will not comment on the quality or correctness of the student's work. It is indeed intended to be "a productivity tool" with "no right or wrong to test." Although it may be more effective for beginning writers, it could also be used by more experienced writers to review the writing process or check the logic in a paper.

The software is "user friendly," frequently referring to the student by name and making encouraging remarks. As an example, at the end of Chapter IV, the screen says "Good luck with your paper! Let's work together again soon." It offers "the immediacy of interactive dialogue to absorb students in the discipline of thinking while developing within them a sense of responsibility for their own ideas" (Kappel, 1983, p. 6). The questioning process is similar to what one might encounter between a teacher and student (see attached example of computer/student dialogue from Chapter I).

• Conclusion: Within its self-imposed limitations, Writing Is Thinking does a fine job. It leads the student, step by step, through planning, organizing, writing, and revising a paper. I would recommend it for writing labs and introductory courses from the junior high to the college level.

Writer's Helper

Purpose: To "help writers find and creatively organize ideas, put those ideas in writing, and evaluate what they have written." (Wresch, 1985, p. 1-T)

Results: The student should explore ideas for a topic, narrow and organize the topic, and evaluate the paper.

Age Level: Although Conduit does not specify an age level, Writer's Helper seems appropriate for high school and college students.

Requirements: For the PC version, Writer's Helper operates on an IBM PC, IBM PC XT, or an IBM PCjr with extended memory option; one disk drive, a monochrome or color graphics adapter. It requires DOS 2.1 or higher. The Apple version works on the Apple IIe or IIc with 80-column capability and 64K of memory. While a printer is recommended, it is not necessary.

Overview: Writer's Helper consists of a manual and three disks: two program disks (an original and a back-up) and a work disk for saving work. Originally designed for the Apple II, the program has been modified to include a version for the IBM PC. Only the PC version was analyzed for this report.

This comprehensive software program assists the student in all steps of the composition process except for preparation of the final copy. In addition, some of the programs could be incorporated in other classroom activities such as outlining reading selections, studying vocabulary, or reviewing for exams. It is easy to use, with excellent on-screen prompts and clear documentation.

There are two main sections of the Writer's Helper program: "Find and Analyze a Subject" and "Evaluate a Writing Project." (See the Pre-writing and Post-writing sections below.) Students may run any portion of the program and, for most parts, may create a file on disk or print out the results. Writer's Helper also has a menu that allows one to use certain DOS commands.

Writer's Helper claims to be compatible with a number of word processing programs (without modification on PCWrite, Textra, Volkswriter Deluxe, WordPerfect; with special instructions on WordStar and Leading Edge). Files created in PCWrite work well, but they must use the default ruler with the left margin set at column 1. Writer's Helper recognizes paragraphs only if they begin with a five space indentation.

Writer's Helper allows the teacher to use the Management Utilities menu to individualize some programs such as "Teacher's Questions" and "Teacher's Words." The process is simple and clearly explained in the manual.

NOTE: The suggested times for each program (listed in parentheses) are from the Writer's Helper manual.

- Pre-writing tools - include:

Find and Organize a Subject is divided into three parts: "Find a Subject," "Explore a Subject," and "Organize Information."

- Find a Subject should help a student select a writing topic. It consists of three parts: "Brainstorms," "Lists," and "The Questioner."

. Brainstorms (5 minutes) allows student to do free-writing to find a subject. Comparable to a sketchpad, this part of the program can also be used to develop preliminary ideas or to write first drafts of paragraphs. This program judges typing speed and will insert dots if the writer pauses too long. The student may select a number of lines (from 3 to 10). The student is instructed not to be concerned about spelling or punctuation at this stage since this activity is designed to get the student to write ideas as quickly as possible. The manual recommends five minutes for this activity. After students have finished brainstorming, they are asked to respond to questions, for example, what idea surprised them, or what most interested them.

. Lists (5 minutes) allows the student to select from 10 to 50 items (in units of 10) which could serve as possible subjects for the paper. This part of the program could also be used during the writing process to list points which support one's topic. One may print out or save the lists on disk.

. Questioner (10 minutes) asks students to respond briefly to 20 questions (although they may choose to stop after 10). Brackets on the screen indicate the maximum space students have to answer each question. Should they desire, students may skip a question and move to the next one. The questions and answers may be saved to provide a starting point for the student's writing. Among the questions are "Who is the strangest person you know?" and "How much money does it take to live a good life?" (See Wresch, 1985, p. 12-T, Teacher's Section, for a complete list of questions.)

- Explore a Subject is intended to help a student narrow and focus on the subject chosen for the writing project. It contains three activities: "Crazy Contrasts," "Teacher's Questions," and "Three Ways of Seeing."

. Crazy Contrasts (5 minutes) is intended to help students think more creatively about their subject. It asks students to compare their subject with normally unrelated subjects such as an old shoe, a ski life, a teddy bear, or a flat tire. (See Wresch, 1985, p. 13-T, Teacher's Section, for a complete list of subjects for comparison.) Students are asked to show how their subject is like and different from the randomly selected crazy contrast. After each comparison, students may select another crazy contrast if they wish. This program is intended to help students look at their subjects in a new way and thus get ideas about new things to say in their essays.

. Teacher's Questions (10 minutes) allows the teacher to provide questions relating specifically to the assignment. The teacher uses the Management Utilities menu to select option 2, "Work on Questions" to create up to 20 questions. This part of the program could also be used for things other than composition. For instance, the teacher could enter questions related to a reading assignment or as a review of the lecture materials for a test. The student will have a limited amount of space, indicated by brackets, in which to answer each question. Writer's Helper is one of the few programs that allows the teacher to customize parts for specific assignments and needs. The process is simple and easy, with clear instructions provided on page 14-T of the Teacher's Section of the manual.

. Three Ways of Seeing (15 minutes) begins by asking students to name their subject. Then they may select whether the subject is a person, place, thing, event, idea, or activity and the program will modify the questions accordingly. As the program asks questions about the subject, students type in brief answers within brackets. The questions range from 12 to 15, depending on what kind of subject the student has chosen. The questions are presented in three groups allowing the student to look at the subject in isolation ("What is the dominant characteristic of ..."), as a process of change ("In the future what might people become most attracted to about ..."), and within a network of related items ("What about your subject is better than similar"). This program is a simplified modification of the technique called "matrix of nine" invented by Becker, Pike, and Young at the University of Michigan. (Young, Richard E., Alton L. Becker, and Kenneth L. Pike. Rhetoric: discovery and change. New York: Harcourt Brace Jovanovich, 1970.) (See Wresch, 1985, p. 15-T, Teacher's Section, for typical questions from this program.)

- Organize Information allows students to explore different ways of organizing their subject. It consists of five parts: "Trees," "Debating an Issue," "Comparing and Contrasting," "Five-Paragraph Theme," and "Develop a Single Paragraph."

. Trees (20 minutes) helps students organize the information gathered about their subject by clustering the material into subheadings and then printing a tree outline of the clusters. Students type eight to fifteen words or phrases and then group them into categories. The program then organizes the categories into a tree outline. The subject is the root with the groups as major branches and the supporting ideas as twigs. Trees can also be used to narrow the subject into a more focused topic. This section could also be used for other assignments such as clustering ideas about a reading assignment.

- Debating an Issue (10 minutes) is intended primarily to help students avoid weak one-sided arguments by getting them to state an opinion, list as many reasons as possible for supporting it and for opposing it. If students have more ideas on the positive side, the program suggests that they support the position. If students lists more negative ideas, the program suggests they oppose the position. The program also helps students take a consistent point of view and stay on the topic; and forces the students to consider the intended audience and to account for opposing views. Students then respond to questions regarding which statements are the most important, organize the responses into an outline, and print it if desired. This section would be especially important at UNC-CH for English 2 students who write argumentative papers and analyses.
- Comparing and Contrasting (10 minutes) is particularly appropriate for English 1 at UNC-CH since the second assignment in the syllabus follows this format. The program asks students to name their subjects and a similar subject that their readers will be familiar with. Students then list ways the two subjects are similar and ways they are different. From this list, students choose the three most important similarities and the three most important differences. These six key ideas are then arranged in an outline.
- Five-Paragraph Theme (25 minutes) follows the basic pattern (an introductory paragraph, three body paragraphs, a concluding paragraph) which beginning composition students need to perfect in order to move to more complicated patterns. There are some differences in emphasis, however, as the student considers purpose and audience. Students write a single sentence (thesis) expressing the main idea, three sentences (topic sentences) to support the thesis, and four sentences to develop each topic sentence (supporting sentences). If students have difficulty identifying the audience, purpose, or if they cannot give three supporting statements and four elaborative sentences, the program stops and asks them to gather information about their subject before continuing. When the student successfully completes the process (about 20 to 30 minutes minimum), the program will automatically format the sentences into a rough draft following the five-paragraph pattern. This program is significant in that it allows the student to discover a process for writing the five-paragraph theme.
- Develop a Single Paragraph (10 minutes) helps the student develop weak paragraphs, either descriptive or argumentative. For the descriptive pattern, the student, after a tutorial, writes a single sentence assertion and four sentences which prove it. After the student organizes the sentences, the program prints the paragraph, using the single sentence assertion as the topic sentence at the first of the paragraph and the other sentences as supporting statements. For the argumentative paragraph, the student chooses examples, statistics, or details as proof of the assertion. The program then proceeds in the same manner, asking the student to arrange the supporting sentences in order. The student is able to pick a single assertion (topic sentence) and support it with specifics.

• Editor - a limited editor to help students with pre-writing and re-writing exercises. Students supply their own word processor for producing a final copy.

• Post-writing tools - Evaluate a Writing Project consists of three parts: "Paragraph and Sentence Analysis," "Word Analysis," and "Word Frequency Count."

Paragraph and Sentence Analysis consists of five items: "Outline," "Count of Words in Paragraphs, "List Document by Sentences," "Readability Index," and "Count of Words in Sentences."

- Outline (3 minutes) prints the first sentence of each paragraph (defined as beginning with a five-space indentation) and asks students if they see a logical sequence with adequate transitions between ideas.

- Count of Words in Paragraphs (3 minutes) creates a graph of each paragraph that begins with a five-space indentation and prints a star for every five words in the paragraph. It then tallies the total number of words in the paragraph and the average paragraph length. It provides one of two responses: (1) If a paragraph is shorter than 50 words, it says "At least one of your paragraphs is very short" and suggests that the student use the "Develop a Single Paragraph" to expand it; (2) If a paragraph is longer than 200 words, it says "At least one of your paragraphs is very long. You may have two or more paragraphs mixed into one. Check to see if every sentence in the paragraph relates to the topic sentence. If some don't, either drop them or put them in a separate paragraph." This program does not take into account the quality of the paragraphs and cannot recognize a padded or repetitive paragraph.

- List Document by Sentences (5 minutes) breaks the essay down into individual sentences and prints them. By examining the sentences in isolation, the student may spot errors more easily and may identify short sentences that need combined.

- Readability Index (3 minutes) uses the Fogg Index to compute a readability level. The number of words of three or more syllables is multiplied by the number of words per sentence in the first 100 words of the text. A minimum of 100 words is necessary in order for this program to operate. Students identify the grade level of their readers from 1 for first grade to 16 for college senior. If the result is more than two levels above or below the stated level, the student will be prompted that the level is below or above the specified audience. For example, for a readability level two years above the level of the audience, the program adds, "This may be okay if you wish to challenge them, but it may also confuse them." If the student is writing below declared audience, a more common situation, the program suggests the student combine sentences, check vocabulary, and eliminate vague words. Since the program uses only the first 100 words of the document, the readability index might produce questionable results in some instances.

- Count of Words in Sentences (3 minutes) produces a graph of sentences with the total number of words in each sentence printed at the end. Students can see whether their paper contains a variety of sentence lengths and may spot fragments or run-on sentences. The graph is better than the average sentence length produced by Writer's Workbench since it shows students whether they have clustered sentences of similar length together or whether they have a variety of lengths in each part of the paper. The student may also check short sentences to see if they are fragments and long sentences for run-ons.

Word Analysis has five parts: "Check for Homonyms," "Check for Gender-Related Language," "Check for To Be Verbs," "Check for Teacher's Words," and "Check for Usage Errors." The student may run any part of the program and print the results or save to a file. If students wish, they may examine the document using more than one program with the result that words or phrases flagged from all five programs can be printed at one time or saved to a file.

- Check for Homonyms (5 minutes) searches the document line by line for homonyms that may be confusing. While it cannot tell students whether they have used the word correctly, the program will display the differences in the words at the top of the screen and will allow students to mark the word or to skip it. Among the homonyms the program flags are the common to/too/two and the infrequent descent/dissent. (See Appendix A in the manual for a complete list of homonyms and the brief explanation of their differences as displayed on the screen for the student.) The program can create a file or print the results.

- Check for Gender-Related Language (5 minutes) checks the document for words which may be gender biased. The words range from the standard "he" or "she" to more blatant gender-biased words such as "dame"/"chick"/"broad" (labeled as demeaning slang which should be replaced with "woman"), to others which seem strained, for example, the suggestion to replace "mankind" with "humanity" which may not seem necessary to all writers. (See Appendix B in the manual for a complete but not modifiable list of gender-related language the program flags and the suggested substitutes.) Perhaps the greatest advantage of this program is raising the awareness level of students to the often overlooked idea of gender-biased language. The student decides whether to mark the word or move to the next. The program can create a file or print the results.

- Check for To Be Verbs (5 minutes) highlights each form of the verb to be and asks the student if the construction is passive. The student decides whether to mark the verb or not. The flaw here is that linking verbs could be incorrectly identified as passive if the student does not understand the difference. By marking all to be verbs, the student could recognize an over-reliance on linking verbs and replace them with active verbs. The program can create a file or print the results.

- Check for Teacher's Words (5 minutes) allows the teacher to create easily, using the Management Utilities menu, a list of up to 25

words or phrases which could be changed from one assignment to the next according to the particular needs of the students. By individualizing this part of the Writer's Helper program, the teacher may mark "pet peeves," jargon, pompous words, or even suggested vocabulary. The on-screen explanation could include positive remarks for students who use suggested words. The program can create a file or print the results.

- Check for Usage Errors (5 minutes) highlights common problem words (such as the confusing pairs "accept" and "except" or the misspelling "alot") and gives explanations and examples of correct usage. The student may mark the word or skip it. (See Appendix C for a complete list of words and phrases which the program highlights with the explanation and examples displayed on the screen. The program can create a file or print the results.

Word Frequency Count (5 minutes) provides an alphabetical list of each word in the document and the number of times it appears. The student may select to omit up to 20 words (such as "a," "an," and "the") from the frequency count. The results may be printed or displayed on the screen, but this part may not be saved to a file. At the end, a summary of total words in the document and the total number of unique words is given (for example, it will report that the document "had 418 words with 178 different words").

• Documentation: There is a manual which includes information for getting started, a teacher's section, student section, and appendices. The loose-leaf format makes it easy for the teacher to reproduce the instructions for the particular program the student is to use. The appendices give words or phrases which are flagged in certain programs along with the accompanying suggestions, explanations, and examples displayed on the screen.

• Evaluation: Writer's Helper is a fine comprehensive program that is easy for the student to use. They may select only the programs that concentrate on the problem areas of their paper or they may run the entire series which will guide them in the pre-writing steps of selecting a subject, thinking creatively about it, narrowing it to a topic, organizing the material, writing paragraphs or a first draft; and in the post-writing activities of checking sentences and word usage.

Writer's Helper has some very desirable features:

1) It has a built-in warning to remind the student that they will lose their work if they do not save it before leaving the individual program.
2) There are clear on-screen prompts to direct the student to the next program or to the previous menu. The student needs little computer knowledge to operate the programs.
3) Certain DOS commands may be run from within Writer's Helper.
4) The student may specify the word processing software they are using. Then when the student selects the option of saving to disk, Writer's Helper will save the file in a format that the student's word processor uses.

5) Writer's Helper allows password protection for the Management Utilities so that students will be barred from using the options of working on word lists or questions prepared by the teacher.

Comparing Writer's Helper output with the graduate teaching assistants' critique of the sample student paper (Appendix K), illustrates an overlap of two items. First, Writer's Helper, like the teaching assistants, pointed out the numerous times the verb to be was used -- also an indication of passive voice (see Appendix N, p. 75). Second, Writer's Helper suggested combining sentences, for example, "You seem to be writing below your audience. You may want to run the sentence graph to see if your sentences are short and choppy. Maybe you should combine a few" (Appendix N, p. 73), and the teaching assistants commented similarly. The sentence graph illustrates the problem (although the average sentence length calculation appears incorrect).

- Conclusions: If one is looking for software that combines pre-writing and post-analysis, Writer's Helper is by far the best one that we have analyzed. The program is ideal for UNC-CH where PC-Write is the primary word processing shareware for underclassmen. Students would however need to first prepare the document according to the default settings of PC-Write and then to modify its format (e.g. margins and guide lines) before printing a final copy.

ALP MacProof

ALP MacProof was originally software for a networked system of Macintoshes; a single workstation version became available in September of 1986. Only a demonstration disk was available for review.

- Pre-writing tools - none.

- Editor - none.

- Post-writing tools - consist of sections on Mechanics, Usage, Grammar, and Structure available in pull-down menus. All tools have three options available to the student: highlight, list, or interpretation. Highlighting the words means they will be boldfaced and underlined in the text. Listing the words means the problematic words will be listed along with the nature of its problematic usage and alternative constructions. Interpretation refers to a definition screen for whatever tool is chosen.

Mechanics consists of a Spelling module that checks for words found in the spelling dictionary.

Usage consists of Sexist Usage, Confused, Vague, Overworked, and Discouraged modules.

- Sexist Usage flags sexist language (for example, "lady" and "male") but warns students that they must decide if their use of the indicated words is sexist.

- Racist Usage flags stereotypic usage (for example, "Jap" or possibly "Chicano"). Students are warned that they must decide if their use of the indicated words is racist.

- Confused expressions or words like "to/too/two" (because they sound alike) and "due to/because of" (because they have similar meanings are flagged. Again, the student is warned about the need to decide on correct usage. Other examples include "about," "any," "as," and "can."

- Vague or abstract words that suggest no specific image to the reader are flagged.

- Overworked, trite or cliche words like "lousy" or "super" are flagged.

- Discouraged words including jargon or slang (for example, "cop-out") are flagged.

Grammar consists of "Be" Verb and Nominalization modules.

- 'Be' Verb or potentially unnecessary "there is" constructions, and passive voice constructions are flagged. Examples include "The objection was overruled by the judge" and "There were six sparrow sitting on the wire."

- Nominalizations: "-ing" or "-tion" are often added to a verb to create a noun form. The program suggests that the student may wish to replace some of the nominalizations with active verbs, however, all "-ing" words are flagged including "going."

Structure consists of two modules, Abridgement and Expansion.

- Abridgement refers to the abridged version of a paper created by listing the first and last sentence in each paragraph. Students can use abridged versions to check organization.

- Expansion refers to an expanded version of a paper, so that each sentence stands by itself. Students are asked to check for sentence fragments, comma splices, too uniform sentence lengths, and repeated words and phrases.

• Documentation - none; demonstration disk.

• Evaluation - because MacProof is not interactive, in that it permits students to make changes as they are displayed on the screen, MacProof resembles Writer's Workbench and Rightwriter. Greater interactivity and a more thorough explanation of the post-writing features might be necessary for beginning writers. A word frequency count would have been a very desirable feature.

• Conclusion - needs to be investigated further; may be very useful in those settings where a single execution with printout is the required lab setting.

Tools for Writers

Tools for Writers was written by Eva M. Thury and is now available from Kinko's. Used in conjunction with MacWrite or MicroSoft Word, it provides an interactive medium for checking and rewriting papers.

• Pre-writing tools - none.

• Editor - comes with a simple text editor, or permits the use of MacWrite or Microsoft Word.

• Post-writing tools - consist of Average Sentence Length, Frequency, Vague Word Finder, Be Finder, Subordination Checker, Spelling Problems Finder, Proof for Duplicates, and Articles Use Checker sections all available in one pull down menu.

Average Sentence Length. Will calculate the number of paragraphs, sentences, and words in a paper. Average words per sentence and average sentences per paragraph are also provided.

Frequency consists of two types of modules -- Alphabetic Order and Frequency Order.

- Alphabetic Order must be specified first and saved. Will provide the number of unique words (or types) and the total number of words in a paper (or tokens.) A type/token ratio is then calculated. Words are saved onto a file in alphabetic order and can be viewed or printed.

- Frequency Order can be requested after the Alphabetic Order Frequency has been executed. Words are saved onto a file in frequency order and can be viewed or printed.

Vague Word Finder specifies the number of uses of vague words which are highlighted in the text with **1* immediately following the vague word. The list of vague words can be modified by the student.

Be Finder reports on the number and percentage of forms of the verb to be and marks the text with **B* preceding the to be verb.

Subordination Checker flags items with **JOIN*.

Spelling Problems Finder checks the words in a document against the words in a spelling list. The Spell List can be modified by the student.

Proof for Duplicates checks for repetitions of words or phrases but warns the student that "you must decide if these are errors."

Articles Use Checker checks for use of "a," "an," and "the" and indicates which are used more often than "normal." Each article is also flagged with **ART*.

- Documentation - not available; demonstration disk.

- Evaluation - although Tools for Writers has a rather limited set of style and organization post-writing features, it is well suited for beginning writers since it features interactive editing.

- Conclusion - needs further investigation.

Conclusion

The Writing Tools Project began in May, 1986, as an evaluation of the Writer's Workbench Collegiate Edition post-writing tools. Due to installation delays and instructor apprehensions which resulted in too few students available for evaluation, the Writer's Workbench evaluation evolved into a comparison of several writing tool programs -- including 5 IBM PC and 2 Macintosh sets of tools.

The reaction of reviewers to the Writer's Workbench Collegiate Edition post-writing tools indicates that they are difficult for beginning students to use. Additionally, a multi-user environment requires some operating system expertise -- a personnel expenditure that greatly increases the cost of an already expensive system. As the aims of the project changed, the Writer's Workbench set of post-writing tools formed a basis of comparison for the generic purpose of offering students help with revision. Historically, the Writer's Workbench has the reputation of being the most comprehensive set of tools for this purpose, however several microcomputer post-writing tools have become available in the last year or two.

Within the IBM PC environment, several programs offer cost and ease-of-use advantages over the Writer's Workbench. Writer's Helper encompasses useful pre-writing and post-writing tools with a limited editor for program exercises. HBJ Writer compares well with Writer's Helper except that its non-DOS (UCSD Pascal) environment prevents file compatibility with other word processors, and keyboard redefinitions seem awkward. As a stand-alone package, the Rightwriter program offers the best set of easy-to-use and comprehensive post-writing analyses. Since the intended audience for Rightwriter is business writers, interpretation help from a lab assistant or prepared document would be necessary before beginning composition students could take best advantage of Rightwriter. The UNC-CH Write program offers the most effective and efficient tutorial for beginning composition students who need assistance with pre-writing skills.

All three IBM PC programs (Writer's Helper, Rightwriter, and UNC Write) can prove useful to the many students on the UNC-CH campus who primarily use the IBM PC labs and PC-Write. However, the significance of an easy-to-use operating system is not to be underestimated. The reviewers found the Writer's Workbench operating system the most complex and difficult to use while the Apple Macintosh operating system was the easiest. Though not thoroughly evaluated, the two Apple Macintosh products, Tools for Writers and Alps MacProof, warrant greater consideration.

As a result of our experience with these writing programs, a few summary observations may be made. First, it is evident from a comparison of English department instructors' comments on a paper with post-writing tools' feedback on the same paper, that these tools' computer text analysis offers a relatively small amount of advice that is really applicable. The individualized feedback these programs claim

to offer is usually feedback about minor flaws (or potential flaws) in individual phrases and sentences rather than major flaws of content and organization which the the teaching assistants emphasized.

Second, although most computer pre-writing programs are on-screen versions of existing pre-writing techniques already in wide use on paper, these methods may be more effective in computer form because they individualize the process and students prefer the anonymity and novelty of the computer. If students actually follow the pre-writing program suggestions, these programs can help them begin the writing process effectively, and they can offer guidance and direction throughout the writing process. The word processor featured along with pre-writing programs makes it easy and more efficient for students to continue composing and revising.

Third, the usefulness of a word processor by itself cannot be underestimated. The fluidity of the words on the screen, the neat objective appearance of the writing as it appears in type, and the ease with which a writer can rearrange, edit, and revise all make experimentation and revision easier, and thus more likely to occur.

This project has demonstrated to us the limitations of computer-assisted writing programs. It would be a mistake to assume that these programs offer a panacea for composition instructors and students, that they will make teaching writing and commenting on papers appreciably easier, or that students who use them will become competent writers without effort. Learning to write well is necessarily a time-intensive difficult process. Composition instructors, student motivation and effort, word processors, and writing programs all contribute jointly to this process, but none by itself is as effective and efficient as all combined.

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Instructional Computing
Microcomputing Support Center
232 Davis Library 080A
962-0101

PROPOSAL: WRITER'S WORKBENCH

DRAFT

To: Anne Parker
From: Margret Hazen
Subject: Draft Proposal for AT&T
Date: May 23, 1986

The University of North Carolina at Chapel Hill offers an opportunity to demonstrate the Collegiate Edition of the Writer's Workbench in a full course academic environment with students from English Composition courses, (the Bridge Program,) and the Athletic Program.

The Collegiate Edition Writer's Workbench has been recognized by several University faculty as an excellent tool for students. Second summer session (Jun 29 - Aug 4, 1986) offers the opportunity to use the Workbench as a demonstration project on the Chapel Hill campus to evaluate the Collegiate Edition and to evaluate it for wider use on this campus and others.

The University requests that AT&T to provide a Workbench turnkey system by June 15th:

- one 382 Model 400 and ... UNIX workstations
- ... printers
- Writer's Workbench Programs, the ETX screen editor, administrative programs & documentation
- the UNIX System V Operating System

This system would be used for the duration of the summer session with some lead time for installation and training and some demonstration times at the conclusion of the session (Jun 15 - Aug 8). It would be located in the Kenan Field House with the Athletic Association's 50-100 students as its primary users. 200-300 students from several sections of English Composition courses offered second summer session (and 60-100 students from the Bridge Program) would be additional potential users. At least five faculty members in the Department of English have expressed a strong interest in evaluating the system.

The University will provide the space (including wiring and furniture) and lab assistants to monitor the laboratory space for 50 to 70 hours per week during the second summer session. The Microcomputing Support Center will arrange for a "hands-on"

demonstration for the faculty who have already expressed an interest in the system. Announcements in a campus wide computing newsletter will announce demonstrations to elicit further interest. Personnel responsible for the demonstration project include:

- Margret Hazen, Director of Instructional Software Development, Microcomputing Support Center
- John Blanchard, Director of Athletic Academic Affairs
-

The University will evaluate the Collegiate Edition from three perspectives: the students, the faculty, and the staff.

Criteria important to students include usefulness and ease of use. Survey instruments are being gathered from Colorado State and Temple University to help design a survey instrument for this campus.

Criteria important to faculty are similar to the above criteria, but would also include analyzing Writer's Workbench output to see how it was used for revision purposes. The Director of English Composition, Professor Erika Lindemann, will review the survey instrument to be used with students. Faculty comments will be solicited during demonstrations.

Criteria important for the Microcomputing Support Center's staff include reliability, ease of installation and use, the support AT&T can provide for unexpected events, and the funds expended for the results obtained.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Office of the Provost

The University of North Carolina at Chapel Hill
104 South Building 005 A
Chapel Hill, N.C. 27514

June 2, 1986

Ms. Diane Lindberg, Account Executive
AT&T Information Systems
Suite 200, 2700 Wycliff Road
Raleigh, North Carolina 27607

Dear Ms. Lindberg:

The Office of the Provost wishes to endorse this request for consideration by AT&T. We believe that this facility may add much needed support to students engaged in remedial work in English language usage.

We look forward to the opportunity of trying this facility during the second summer session. Your continued assistance in this matter is greatly appreciated.

Sincerely,

John H. Harrison, IV
Associate Provost

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Office of the Provost
Microcomputing Support Center

The University of North Carolina at Chapel Hill
232 Davis Library 080A
Chapel Hill, N.C. 27514

May 30, 1986

Ms. Diane Lindberg, Account Executive
AT&T Information Systems
Suite 200, 2700 Wycliff Road
Raleigh, NC 27607

Dear Ms. Lindberg:

The University of North Carolina at Chapel Hill is pleased to join AT&T in attempting to offer a demonstration of the Collegiate Edition of the Writer's Workbench in a full course academic environment with students from English Composition courses, the Bridge Program, and the Athletic Program. We are encouraged by our conversations thus far, and hope that the project will proceed as planned.

At this point, I would like to outline what we see as the key elements of this demonstration project.

First of all, the Collegiate Edition Writer's Workbench has been recognized by several University faculty as an excellent tool for students. Second summer session (Jun 29 - Aug 4, 1986) offers the opportunity to use the Workbench as a demonstration project on the Chapel Hill campus to evaluate the Collegiate Edition and to evaluate it for wider use on this campus and others.

The University requests that AT&T provide a Writer's Workbench (Collegiate Edition) turnkey system of an appropriate size, by June 15th to be used for the duration of the summer session, Jun 15-Aug 8. These dates allow some lead time for installation and training and some demonstration time at the conclusion of the session.

The system would be located in the Kenan Field House with the Athletic Association's 50-100 students as its primary users. 200-300 students from several sections of English Composition courses offered second summer session and 60-100 students from the Bridge Program would be additional potential users. At least five faculty members in the Department of English have expressed a strong interest in evaluating the system.

The University will provide the space (including wiring and furniture) and lab assistants to monitor the laboratory space for

50 to 70 hours per week during the second summer session. The Microcomputing Support Center will arrange for "hands-on" demonstrations for the faculty who have already expressed an interest in the system. Announcements in a campus wide computing newsletter will announce demonstrations to elicit further interest. Personnel responsible for the demonstration project include:

- Margret Hazen, Director of Instructional Software Development, Microcomputing Support Center
- John Blanchard, Director of Athletic Academic Affairs

The University will evaluate the Collegiate Edition from three perspectives: the students, the faculty, and the staff.

Criteria important to students include usefulness and ease of use. Survey instruments are being gathered from Colorado State and Temple University to help design a survey instrument for this campus.

Criteria important to faculty are similar to the above criteria, but would also include analyzing Writer's Workbench output to see how it was used for revision purposes. The Director of English Composition, Professor Erika Lindemann, will review the survey instrument to be used with students. Faculty comments will be solicited during demonstrations.

Criteria important for the Microcomputing Support Center's staff include reliability, ease of installation and use, the support AT&T can provide for unexpected events, and the funds expended for the results obtained.

Based on Margret Hazen's conversations with you, we are beginning the process of hiring lab assistants. We will need to reach a "go/no go" decision by June 7th to insure beginning operation on June 30. I hope that this date is a reasonable one for you as well.

Again, we are looking forward to making this project a reality.

Sincerely,

Anne S. Parker

Anne S. Parker
Director

cc: John H. Harrison, Associate Provost
Margret Hazen
John Blanchard
Elson Floyd

WWB — LAB ASSISTANT

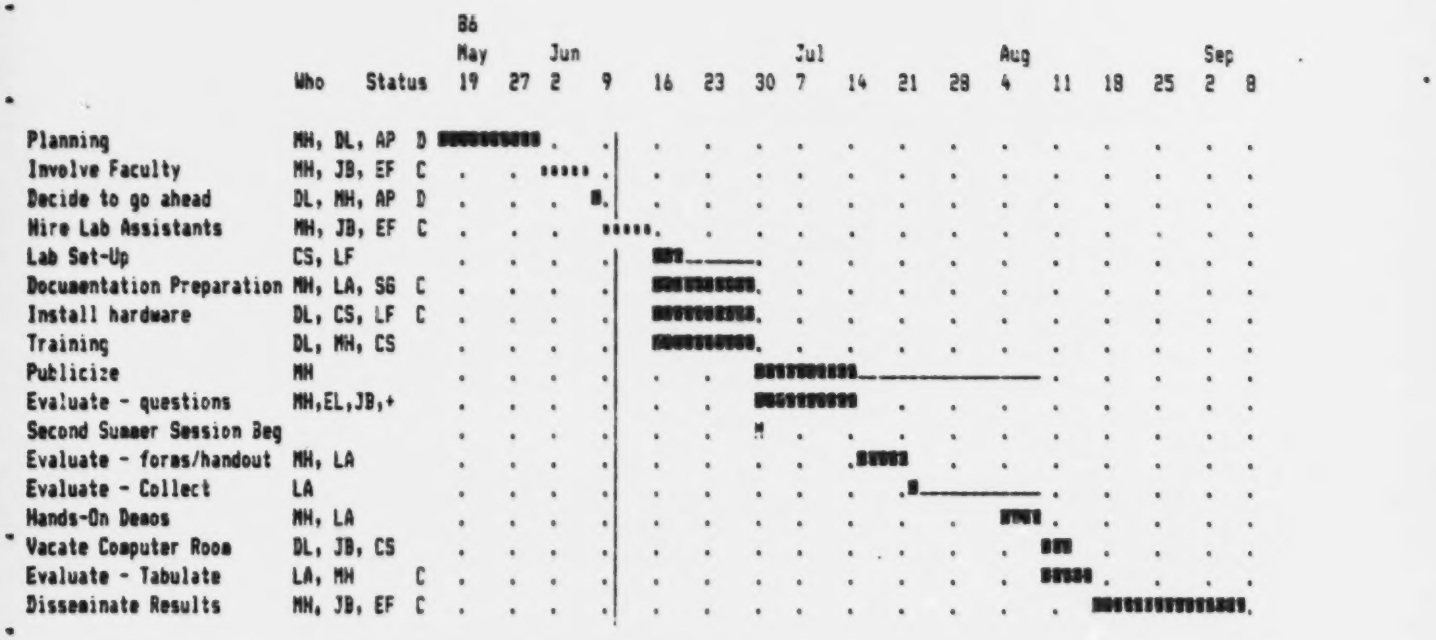
For the period of June 16 to August 8, 1986, up to 20 hours/week; located in the Kenan Field House.

Responsibilities may include:

- Documentation Preparation
  - Any handouts that explain to users: what steps need to be taken to use WWB, how to interpret the output
- Evaluation
  - Advice on survey questions to use
  - Hand out and collect survey documents
  - Tabulate data on usage and on surveys
  - Record impressions, suggestions
- Training & assistance
  - receive AT&T training
  - be able to assist students using WWB, transferring files from a PC to AT&T, help interpret output
  - tutoring
- Hands-on demonstrations
  - be able to provide 1/2 hour (or 15 minute) demonstration of the WWB system to interested faculty, staff, etc.
- Problem resolution
  - if hardware or software difficulties should by some chance occur, to call designated people, etc.

Schedule Name: AT&T Writer's Workbench Collegiate Edition
Project Manager: Lindberg, Hazen, Blanchard, Floyd
As of date: 10-Jun-86 11:43am Schedule File: C:\TLDATA\WRKBENCH

Second summer session demonstration project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Decide to go ahead DL, MH, AP D
Hire Lab Assistants MH, JB, EF C
Lab Set-Up CS, LF
Documentation Preparation MH, LA, SG C
Install hardware DL, CS, LF C
Training DL, MH, CS
Publicize MH
Evaluate - questions MH,EL,JB,+
Second Summer Session Beg
Evaluate - forms/handout MH, LA
Evaluate - Collect LA
Hands-On Demos MH, LA
Vacate Computer Room DL, JB, CS
Evaluate - Tabulate LA, MH C
Disseminate Results MH, JB, EF C

D Done ■■■ Task - Slack time (■■—), or
C Critical ••• Started task Resource delay (—■■)
R Resource conflict M Milestone) Conflict
p Partial dependency
Scale: Each character equals 1 day

TIME LINE Gantt Chart Report Strip 1, Page 1

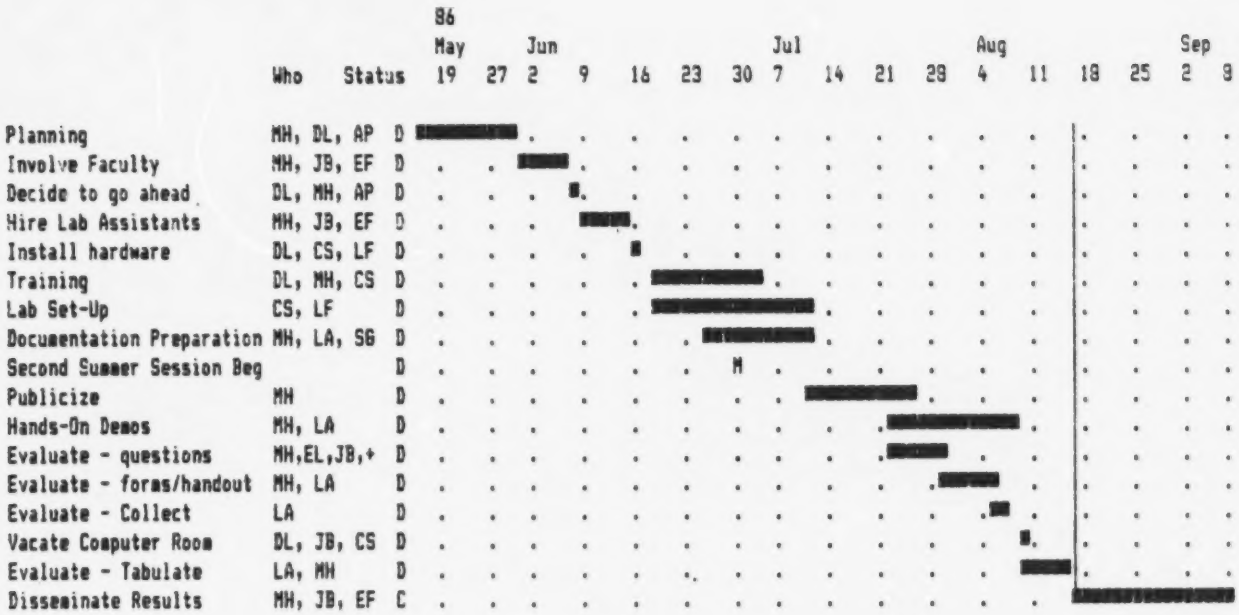
Schedule Name: AT&T Writer's Workbench Collegiate Edition
Project Manager: Lindberg, Hazen, Blanchard, Floyd
As of date: 10-Jun-86 11:48aa Schedule File: C:\TLDATA\WRKBENCH

Second sumeer session demonstration project

Name	Full Name	Type	Maximum Available	Rate	Per	Accrual
AP	Anne Parker	Resource	1.00	1.000	1 day	Prorate
CS	Chris Schleter	Resource	1.00	1.000	1 day	Prorate
DL	Diane Lindberg	Resource	1.00	1.000	1 day	Prorate
EF	Elson Floyd	Resource	1.00	1.000	1 day	Prorate
EL	Erika Lindemann	Resource	1.00	1.000	1 day	Prorate
JB	John Blanchard	Resource	1.00	1.000	1 day	Prorate
LA	Lab Assistant	Resource	1.00	1.000	1 day	Prorate
LF	Linwood Futrelle	Resource	1.00	1.000	1 day	Prorate
MH	Margret Hazen	Resource	1.00	1.000	1 day	Prorate
SG	Sherry Graham	Resource	1.00	1.000	1 day	Prorate

Schedule Name: AT&T Writer's Workbench Collegiate Edition
Project Manager: Lindberg, Hazen, Blanchard, Floyd
As of date: 15-Aug-86 12:43pm Schedule File: C:\TLDATA\WRKBENCH

Second summer session demonstration project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Decide to go ahead DL, MH, AP D
Hire Lab Assistants MH, JB, EF D
Install hardware DL, CS, LF D
Training DL, MH, CS D
Lab Set-Up CS, LF D
Documentation Preparation MH, LA, SG D
Second Summer Session Beg D
Publicize MH D
Hands-On Demos MH, LA D
Evaluate - questions MH,EL,JB,+ D
Evaluate - forms/handout MH, LA D
Evaluate - Collect LA D
Vacate Computer Room DL, JB, CS D
Evaluate - Tabulate LA, MH D
Disseminate Results MH, JB, EF C

D Done ■■■ Task - Slack time (■■——), or
C Critical ▪▪▪ Started task Resource delay (——■■)
R Resource conflict M Milestone > Conflict
p Partial dependency
Scale: Each character equals 1 day

Appendix D.

Mailing List

Allegri, Fran
Head Info Mgmt Educ Serv
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Office of General Education
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Appendix E.

Writer's Workbench Lab Survey

Please let us know how you are doing. Date: _____

(SD=Strongly Disagree, MD=Mildly Disagree, NS=Not Sure,
MA=Mildly Agree, SA=Strongly Agree)

1 Using Writer's Workbench feedback has added to my enjoyment of this course. SD__ MD__ NS__ MA__ SA__

2 Learning to use Writer's Workbench has been difficult.

3 Using the computer has been frustrating.

4 I spend more time revising.

5 If another composition course I take uses the Writer's Workbench, I will look forward to it.

6 I am learning more about writing than if I had no access to Writer's Workbench.

7 I would pay $1 per hour to use Writer's Workbench for work in other classes next semester.

July 7, 1986

To: Reggie Davis, Elson Floyd, MacGregor Frank, Suzan Harrison, Phyllis Howren, La Vinia Jennings, Sharon MacDonald, Lisa Schaefer and Oscar Vaughan

From: Writer's Workbench Lab

Re: Your appointed WWB tutorials

We have scheduled appointments in the Writer's Workbench Lab for English W TA's to acquaint you with Writer's Workbench. These appointments have been set up at 12:00 and 2:00 on Tuesday, July 8 and at 1:00 on Wednesday, July 9. If these times are not suitable, please leave a note in my box in the English Department and we can reschedule an appointment.

If you want to have one of your existing MS Word files analyzed by WWB, put extra line breaks between paragraphs [shift and enter] and save it to your diskette unformatted [Esc, Transfer, Save (with "formatted" option, under the "Save" menu, off)]. If you don't want to do this, just bring the Word file on diskette and we'll unformat it properly here while you breeze through the WWB tutorials. Then we'll <u>try</u> to run a WWB analysis.

Follow the map to get to Kenan Fieldhouse--you can't miss it--it's behind the home goal posts in the Football Stadium. The WWB Lab is on the second floor of the Fieldhouse; enter via the patio on the side of the House opposite the goalposts through the door marked "Entrance: Office upstairs". Go up the stairs to the second floor, emerge from the stairwell and turn right. You are now facing the WWB Lab. The doors should be open.

Thank you

Steven Killion

Steven Killion

VISITOR INFORMATION SERVICES 962-2338

BEST COPY AVAILABLE

Appendix F.

MEMORANDUM

To: Bridge Students who want a Writer's Workbench analysis of a paper
Re: Procedure for copying your disks to the lab disk

1) Write your name, class, and teacher on the log sheet. For filename, do not write the name of the file on your disk. Instead, write your last'name, or the first eight letters of it,then a period, then "W" or "1" for English W or English 1, then your teacher's initials. See the log sheet for an example of how Sally Student, a member of Phyllis Howren's English W class, wrote her filename. This is the filename we will use at the Writer's Workbench (WWB) lab. It will allow us to deliver your paper directly to your teacher.

2) You won't change your filename on your own disk. Instead, copy the file onto our lab disk under the filename you wrote on the lab sheet. To do this, take the lab disk and your data disk to a computer terminal. Make sure you have the A prompt (A>) on the screen.

3) Put the lab disk in drive B and your data disk in drive A.

4) Type copy a:oldname.doc b:newname.xxx and press Return. For example, if Sally Student's file is named paper1.doc, she would type,

copy a:paper1.doc b:student.wph (and press Return).

5) The screen should then say

1 File(s) copied

6) Type dir b: to get a directory of the lab disk. You should see you paper's WWB filename on the list. If not, something has gone wrong--ask for help.

We will pick up the disk each day and run analyses of all the papers on it. We will then deliver the papers to your instructors. After studying the analysis, you may make the changes to your draft on your own disk. We will erase a paper from the lab disk after we have run the analysis program on it.

If you want to get an analysis of your paper more quickly, simply bring your data disk to the WWB lab, which is in the Kenan Fieldhouse (behind the home goalposts of the football stadium). We will run the analysis for you while you wait. It shouldn't take more than 15 minutes. Our hours are:

Monday -- Thursday	1:00 - 5:00	7:00 - 9:00
Friday	1:00 - 5:00	

Appendix F.

MEMORANDUM

To: Summer Bridge Program Instructors
From: The Writer's Workbench Project
Re: How to Participate in the Writer's Workbench Project
Date: July 11, 1986

Those interested in participating in the WWB Project should advise their students of how to get their papers to us. The procedure for transferring PC-Write and MS Word files to the WWB computer has been greatly simplified. There are two means of getting student papers to the WWB Lab:

1) Students may copy files onto a master disk available in the Greenlaw computer lab. We will pick up the disk and run the WWB analysis on these papers and deliver the analyses to the appropriate teacher's mailbox in Greenlaw. Turnaround time should be 24 hours. Urge your students to plan ahead for the analysis, so that they will have time to consult their analysis and make appropriate alterations on the PC.

2) To get their analyses sooner, students may bring their papers on disk to the WWB Lab in Kenan Fieldhouse during regular hours. They may then revise as needed at a PC lab.

Our Lab Hours are:
Monday-Thursday 1-5 and 7-9
Friday 1-5

Stress to your students that the computer is not smarter than they are; they should take their analysis with several grains of salt. We will help students to interpret their output during lab hours, or we will schedule sessions for groups upon request. Let us know as soon as possible when you might want an interpretation session so we can adjust our schedule.

Appendix F.

WRITER'S WORKBENCH LAB HOURS

July 14-18	Mon.	Tues.	Wed.	Thurs.	Fri.
1 - 5		Steve Killion	JuliaEich-elberger	Steve Killion	JuliaEich-elberger
7 - 9	MaryEllen O'Shields	MaryEllen O'Shields	Steve Killion	JuliaEich-elberger	CLOSED

July 21-25	Mon.	Tues.	Wed.	Thurs.	Fri.
1 - 5	Steve	Julia	Steve	Julia	Steve
7 - 9	MaryEllen	MaryEllen	MaryEllen	MaryEllen	CLOSED

July28-Aug 1	Mon.	Tues.	Wed.	Thurs.	Fri.
1 - 5	Julia	Steve	Julia	Steve	Julia
7 - 9	MaryEllen	Julia	Steve	MaryEllen	CLOSED

The Lab will have no regular hours after August 1, but during the week of August 4 - 8 we will be able to schedule specific appointments for anyone who is still working on a paper during that time.

LAB ATTENDANTS:

Mary Ellen O'Shields Home 929-4381, office 962-0101

Steve Killion Home 967-4303, message 962-5481

Julia Eichelberger Home 933-6726, message 962-5481

SIGN LOG IF YOU ARE COPYING A FILE TO THE WRITER'S WORKBENCH LAB DISK

Name	Class, Teacher	Filename
Sally Student	English W, Howren	student.wph

Appendix G.

MEMORANDUM

Instructional Computing
Microcomputing Support Center
232 Davis Library 080A
962-0101

To: Interested Faculty, Staff, and Students
From: Margret Hazen
Subject: Writer's Workbench Demonstrations
Date: July 14, 1986

The Writer's Workbench Collegiate Edition software and eight AT&T workstations have been successfully set up in a Kenan Field House second floor room. The Writer's Workbench is a comprehensive set of text revision and word processing tools including programs to assist the student in analyzing organization, development, diction, vagueness, spelling, punctuation, grammar, style, and prose. The lab is currently being used by students in the Athletic Program and the Bridge Program.

I would like to invite you to a demonstration of the Writer's Workbench's capabilities. One way to experience its capabilities is to bring a sample document or paper to be analyzed by the Writer's Workbench. At this point, such a paper needs to be on a diskette in ASCII IBM PC format. Sample output, relevant articles, and two alternative approaches -- HBJ Writer and Writing is Thinking -- are also available for inspection and discussion.

Times for possible one hour demonstrations include:

Jul 16 & 17:	10:00 AM - 1:00 PM
Jul 21 - 24:	5:00 PM - 7:00 PM
Jul 25:	10:00 AM - 1:00 PM
Jul 28 - 30:	10:00 AM - 1:00 PM
Aug 1:	10:00 AM - 1:00 PM
Aug 4 - 7:	open scheduling - upon request

On July 31, 1986, two Macintosh writing tools (Alps Mac Proof and Tools for Writers) will be demonstrated in Davis 214 at 10:45 AM and 2:00 PM. Further information will be available soon.

Please call me (2-0101) to sign up for your preferred time, or if you have any questions.

Appendix G.

MEMORANDUM

Instructional Computing
Microcomputing Support Center
232 Davis Library 080A
962-0101

To: Deans, Directors, and Departmental Heads
From: Margret Hazen
Subject: Writer's Workbench Demonstrations
Date: July 21, 1986

The Writer's Workbench Collegiate Edition software and eight AT&T workstations have been set up in a Kenan Field House second floor room. The Writer's Workbench is a comprehensive set of text revision and word processing tools including programs to assist the student in analyzing organization, development, diction, vagueness, spelling, punctuation, grammar, style, and prose. The lab is currently being used by students in the Athletic Program and the Bridge Program.

I would like to invite all interested faculty, staff, and students to a demonstration of the Writer's Workbench's capabilities. One way to experience its capabilities is to bring a sample document or paper to be analyzed by the Writer's Workbench. At this point, such a paper needs to be on a diskette in ASCII IBM PC format. Sample output, relevant articles, and two alternative approaches -- HBJ Writer and Writing is Thinking -- are also available for inspection and discussion.

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Jul 21 - 24:	5:00 PM - 7:00 PM
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Aug 1:	10:00 AM - 1:00 PM
Aug 4 - 7:	open scheduling - upon request

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Please call me (2-0101) to sign up for a demonstration, or if you have any questions.

Appendix G.

MSC WWB DEMONSTRATIONS

Two special times for a demonstration of the AT&T Writer's Workshop and other writing tools at the Kenan Field House have been set aside for MSC staff.

Aug 4th 10 AM & Aug 6th 3 PM

To get to the Kenan Field House lab:

Use the brick path to the right of Fetzer gym, cross the parking lot, and follow mesh wire fence (keeping stadium on the right) towards the Field House. Use west entrance (second door inside patio with picnic tables), go up one flight and through double doors.
Please fill out below and return to my box.

Thanks, Margret

Name: _____

Time: _____

MSC WWB DEMONSTRATIONS

Two special times for a demonstration of the AT&T Writer's Workshop and other writing tools at the Kenan Field House have been set aside for MSC staff.

Aug 4th 10 AM & Aug 6th 3 PM

To get to the Kenan Field House lab:

Use the brick path to the right of Fetzer gym, cross the parking lot, and follow mesh wire fence (keeping stadium on the right) towards the Field House. Use west entrance (second door inside patio with picnic tables), go up one flight and through double doors.
Please fill out below and return to my box.

Thanks, Margret

Name: _____

Time: _____

Appendix G.

WRITER'S WORKBENCH DEMONSTRATIONS

Notices in IC News, UNCCC Newsbrief, University Gazette, MSC staff invitation, Provost's office mailing to Deans, Directors, Department Heads; phone calls with requests for interested people.

July 22 - 5 PM: Laurency Avery; Erika Lindemann; Joe Wittig (English)

July 24 - 5 PM: Philip Meyer (no show) (Journalism)

July 25 - 10 AM: James Thompson; Howard Harper (English)

July 25 - 5 PM: Jane Gleason (Education)

July 28 - 10 AM: Dixie Spiegel and 10 students (Education)

August 4 - 10 AM: Carole Page; Sherry Graham (no show); Anne Parker; Sarah Sherer (MSC) Monica Davis; Mark Brown (NCSU Dir of Hum Comp Lab); Carolyn Miller (NCSU English); David Covington (NCSU English)

August 5 - 5 PM: John Harrison (Assoc Provost); Cynthia France (ORDEPH); Beverly Long and husband (Speech & Comm); Jim Gogan (MSC)

August 6 - 10 AM: Lou Ann Brower (Academic Affairs - Medicine); Gary Shaffer, Dee Gamble (School of Social Work); Frank Dominguez (Spanish)

August 6 - 12 Noon: Virginia Meldahl (Ackland); Robbie Little (NCECS); Martha Arnold and Rick Palmer (Fac and Instruct Dev); Bill Cloud (Journalism); Pat Brooks (English teacher); Carrie Regenstein (Cornell)

August 6 - 3 PM: Molly Anderson; Marya Ilgen-Lieth; Moise Khayrallah (no show); Bill Graves (IBM Project) (no show); Mrs. Nievergelt

August 7 - 3 PM: Steve Griffin (IBM Project)(no show); Roger Akers (MSC)(no show); Robert Chamberlain (English grad student); Wayne Christiansen (Physics)

7/7

Appendix H.

FACULTY & STAFF COMMENTS

HBJ's setup is in keeping with English Department philosophy of composition: prewriting, writing, rough draft workshops, and revising.

Dr. Harper: Important to use the same keyboard students start on.

Dr. Thompson: All the feedback from WWB could be intimidating to the freshman composition student.

Jim Gogan: HBJ is in UCSD Pascal (p system); therefore students cannot transfer to DOS easily.

Phyllis Howren: Some useful tasks that WWB might perform:

1. Word count (general). A general word count might be useful. Perhaps over five occurrences, excluding a set of common function words -- the, a, an, in, etc. If teenage or they shows up twenty times in a 500-word paper, the student might want to check it out.

2. Word count (specific). There are several words that are overused by students. And, for example, or would. A record of those might help, if counting all isn't feasible.

3. Sentence beginnings. In my comments on papers, I often ask students to write down the first word of each sentence in a particular paragraph. The list may look like this:

   The students
   They
   They
   They
   They

   Could WWB list the first three or four words of each sentence?

4. Word lists. Could we get the abstract and vague words printed out? And nominalization?

Some problems we've hit:

1. Development. The paragraph numbers don't correspond to problem paragraphs in the paper. For example, student had two and four listed as needing development and three, which wasn't listed, was much shorter than either. Plus, when it says paragraph two, does it mean second of essay or second of body?

Appendix H.

STUDENT COMMENTS

Comments on WWB by student users: Bridge Summer Program, English 1, Phyllis Howren

What [about WWB] helped you with your revision? Why?

*The sections on sentence variation and organization. Sentence variation helped me to see that most of my sentences were the same in length; therefore making every subject important. Making every subject important, would cause trouble for the reader to follow. The organization section helped me to get my paragraph coherent from the topic sentence to the last sentence of each paragraph.

*The part most helpful was the part on passive verbs. This was helpful because it listed the sentences that had passive verbs. Another helpful part was the spelling. Although it was helpful it was also confusing.

*Diction and to be verbs. Suggestions for wordy phrases. Misspelled words.

*The organization section was helpful because it made me realize how closely related my first and last sentence in my paragraphs were. The grammar, spelling, and diction/to be verbs were also instrumental in enabling me to correct spelling and grammatical errors.

*Diction and to be verbs, suggest, spelling, punctuation, prose and style. These sections gave me some ideas of where to find possible errors.

*What helped me most was the diction and to be verbs. I t helped me replace overused words. The spelling and the punctuation part also helped me. I could see what words I had misspelled and incorrectly punctuated. The passive part also helped me.

*The diction and to be verbs because it told me how much I was using to be verbs so I had to cut down on them.

*The diction and to be verbs section helped because the computer suggested words that I could use. Punctuation and spelling helped because the computer found my mistakes. Passives helped--computer found my mistakes.

*The spelling errors and punctuation part of WWB helped me a lot. It was a good way to spot simple errors fast. Organization was also helpful.

*Not much of it!

What part of the analysis were unhelpful, confusing, or useless?

*The diction section. . . Because the computer does not understand the meaning of the paper, it caused me confusion.

*The rest of the output was helpful to a certain degree, but it was mostly confusing.

*Paragraph numbers

*The prose section, I thought, was the only useless section on the printout. It didn't help me improve my paper any.

*The nominalizations, vagueness, and abstract. These were unhelpful because some of the nominalizations and abstract words [in my paper] couldn't be changed and it didn't tell what was vague in my paper. Therefore, I didn't know where to begin looking for vagueness.

*The comment s on the paragraphs were confusing because we [student and instructor] couldn't decide where the computer started counting the paragraphs. The fact that the computer cannot detect comma errors was unhelpful.

*The prose section, style, and abstract section are confusing because I don't really understand how to correct it.

*The development section. Figuring out what paragraphs were weak; it was confusing. Suggest section was confusing.

*Style, sentence info unhelpful.

*A lot of WWB readout was unhelpful confusing, or useless.

*Most [was unhelpful] because it was so wordy and it didn't get straight to the point and say what I wanted it to. I didn't use any of it except for the misspelled words.

Appendix I.

COMPARISON OF WRITER'S WORKBENCH WITH OTHER COMPUTER-ASSISTED WRITING TOOLS

Features / Software	Post Write Organ	Paragraph Devel	ToBe Nomin Abstr Gend Passive	Diction	Sentence Length	Sentence Type	Spell	Word Process	Pre Writing	Ease	Other
WWB	Yes	Percentages	Highlights 2B,% ofNom Abstr,Pass	Hilites Lists Alts&end	%Shortvs Long/Statistics	Stats on Sentence openings	Yes; misses words	Awful; willuse ASCII	None	Logins; Attendant;	Abstract based on '68 art
HBJ	Print anysentence in paragraph	Nodevelopmen Has word count	Underscore in code 2B -tion,abstgend, prep	See left	Graph 1= 1 word; interprets a period as as end of sentence	No	Yes	Fair; Template;No ASCII files	Extensive; mergeable w/ paper	Some confusing pts. but basically self explanatory	A little slow but does only requested programs
WH	Good variaof Prewriting & organ	No development Has word count	Marks document for revision in editor	Marks document for revision in editor	Graph: * = 1 word; better than percents	No	None	Limited editor, uses others, eg PC-Write	Large variety	Easy	Interactive pre- and post-writing
RW	Flags lots more grammar and diction problems (in text, not at end) than WWB in a shorter time. Also has a more extensive summary section with reccomendations.				Flags long sentences too much	Flags complex sentences too much	In uncommon word list	Uses MS Word, PCWrite and others	None	Very simple and fast	This beats WWB hands down!

WWB = Writer's Workbench (categories above [features] are based on Writer's Workbench)
HBJ = HBJ Writer
WH = Writer's Helper
RW = Rightwriter

Appendix J.

Microcomputing Support Center
Writer's Workbench
July 1986

WRITER'S WORKBENCH: STUDENT TERMINAL GUIDE

INTRODUCTION TO THE HARDWARE

THE TERMINAL:

Your AT&T 3B2 data entry terminal consists of a monitor and a keyboard which is attached to the AT&T processing computer unit, 3B2 Model 300 which consists of a hard disk which will store your files. (The lab attendant will also copy your files to floppy disks for back-up protection.)

THE MONITOR (video screen):

The monitor serves two functions: it will display messages from the network to communicate with you, and it will display (print) what you enter on the keyboard. Familiarize yourself with the following functions of the monitor:

On/off switch--located at back right-hand side

Contrast control--at left front underside (near the air vent). If the monitor is turned on but the screen is dark, adjust the contrast control. When you finish using the terminal, turn down the contrast control to darken the screen and prevent monitor "burn."

Tilt-release lever--on right side of terminal.

THE KEYBOARD:

There are several kinds of keys on the keyboard:

Regular "typewriter" keys which may be letters, numbers, punctuation marks, and symbols as well as tab and backspace

Numeric keypad at the right side that may function as a calculator when the number lock is turned on. The lower part of the numeric keypad contains arrow keys which also serve as cursor control or cursor movement keys

Function keys at the top of the keyboard (labeled F1-F8) which direct the computer to carry out various operations

Modifier keys (such as shift or control) that, when pressed simultaneously with other keys, change the meaning of the keys

Return key (also called Enter) that creates a new paragraph or a blank line. It is also used after you enter a command to give the computer the "go ahead" to carry out it out.

USING THE COMPUTER

LOGGING IN: Since many students will be using the Writer's Workbench, you need to identify yourself properly to the computer in order for it to find your files or know under whose "name" to store them. You will be given a login name and a password which you will use to identify yourself to the computer. Do not share your login or password since they are safeguards that no one else may gain access to your files.

Be sure that you login before you begin to enter a document or it may be stored under someone else's name. If you see the **$ prompt** when you sit down, that means that the person using the computer before you did not log off properly. Hold down Control (far left side) while you type D to logoff the previous user. (See Logging Off below.) Then you may press ENTER. The computer should prompt you (type on the screen for your response): CONSOLE LOGIN. Enter the username that you have been assigned. DO NOT USE CAPITAL LETTERS OR EVERYTHING YOU TYPE DURING THE SESSION WILL ALSO BE IN CAPITALS. If you make a mistake, hit DEL key and ENTER to start again. When you have entered the username correctly, press ENTER.

The computer will then ask for the PASSWORD. Enter the password you have been assigned and press ENTER. The Password will NOT be visible on the screen (a way of keeping it secret). If you have entered it correctly, the computer will display a $ prompt to indicate that it is waiting for the next command from you. If the computer does not recognize you, it will say "LOGIN INCORRECT" and give you another opportunity to enter username and password. Should you have problems logging in, raise your hand for assistance from the lab attendant.

DISPLAY ACROSS BOTTOM OF SCREEN READS: F1 (-word), F2 (+word), F3 (insert), F4 (-page), F5 (+page), F6 (del ln), F7 save), F8 (format) It does not change when you go to submenus.

LOGGING OFF: When you have finished your session, press Control (far left side) and hold it down while you hit D on the typewriter keyboard. The login prompt will reappear in a few seconds.

THE CURSOR: The white rectangle on the screen is the cursor which marks your place in the text. If you enter material it will occur at the point of the cursor or if you delete or mark blocks, the operations will occur at the cursor. Moving the cursor around the screen is called scrolling.

SCROLLING (moving the cursor):

Familiarize yourself with the following ways of moving the cursor:

UP ONE LINE at a time:	up arrow
DOWN ONE LINE at a time:	down arrow
LEFT ONE SPACE OR CHARACTER at a time:	left arrow
RIGHT ONE SPACE OR CHARACTER at a time:	right arrow
RIGHT ONE WORD at a time:	F2 (+word)
LEFT ONE WORD at a time:	F1 (-word)

(Note: If cursor is located in middle of word when you press F2, it will move to beginning of next word. If cursor is located in middle of word when you press F1, the cursor will move to beginning of that same word, not the previous one.) With cursor located at beginning of first word on line, pressing F1 will move to the space at the far right of the previous line, not to the previous word.)

FORWARD ONE SCREEN (page):	F5 (+page)
BACKWARDS ONE SCREEN (page):	F4 (-page)
SCROLLING FORWARD ONE LINE at a time (with cursor remaining stationary):	Hold down CONTROL and press c
SCROLLING BACKWARDS ONE LINE at a time (with cursor remaining stationary):	Hold down CONTROL and press f
TO BEGINNING OF LINE:	Press 3 on the numeric keypad and then press left arrow to move to the left margin
TO END OF LINE:	Press 3 on the numeric keypad and then press right arrow to move to the space to the right of the last character in the line
TO BEGINNING OF FILE:	Press 3 on the numeric keypad and then press up arrow
TO END OF FILE:	Press 3 on the numeric keypad and then press down arrow to go to line following after last text in file
TO A PARTICULAR LINE NUMBER:	Press 3 to display the Oops/Goto Menu and then press F5. You will be prompted to enter the line number that you want to jump to.
TO BEGINNING OF MARKED BLOCK OF TEXT:	Press 3 for Oops/Goto Menu. Then press 1.
TO END OF MARKED BLOCK OF TEXT:	Press 3 for Oops/Goto Menu. Then press 3.

DELETING (erasing)

TO DELETE CHARACTER on which cursor is positioned:	Hold down Control and hit y.
(NOTE: Holding down CONTROL and Y causes the characters to the right of the cursor to be deleted.)	
TO DELETE ONE WORD AT A TIME	CONTROL and T
(NOTE: This deletes from position of cursor to beginning of next word to right including spaces and punctuation marks following word). Holding down CONTROL and T causes the delete word function to repeat. Be careful or you may delete more than you intend.)	
TO DELETE A LINE:	F6
TO DELETE PREVIOUS CHARACTER OR SPACE:	DEL KEY (next to backspace key)
(NOTE: To correct typo, you should have the cursor on the space after the typo when you press the DEL KEY)	
TO DELETE FROM CURSOR TO END OF LINE (including character under cursor):	CONTROL and P
TO DELETE FROM CURSOR TO BEGINNING OF LINE: (This leaves character under cursor):	CONTROL and O
TO RESTORE ACCIDENTAL DELETIONS (up to last four deletions):	From main menu hit 3 on numeric keypad to display oops/goto menu. Then press F4 to restore
(NOTE: You will have to repeat the entire sequence to restore each of the last four deletions)	

INSERTING TEXT:

(NOTE: F3 is a toggle that turns on and off the insert mode.)

TO TURN INSERT MODE ON: Press F3 to choose the insert mode

(NOTE: Text may be inserted in document with existing text being pushed to the right); the top left corner of screen will read INSERT

TO TURN INSERT MODE OFF: Press F3

(NOTE: With the insert mode turned off, you may type new text over the existing text; it is also called overtype or pushright mode. The top left corner of screen will be blank when you are in the insert off mode.)

NOTE: Certain keys behave differently according to whether the insert mode if on or off. Check the following chart for some of the variations:

KEY	INSERT ON	INSERT OFF
spacebar	inserts spaces	erases
return	inserts a line	returns cursor to beginning of next line
tab	moves cursor and text to next tab stop	moves cursor only to next tab stop

TO INSERT A LINE: Return (also called Enter)

TO INSERT A SPACE: Space bar

TO INSERT LETTERS: Type missing letters

(NOTE: The insert mode should be turned on and the cursor should be positioned where the insertion is to appear.)

COMMANDS:

(NOTE: You may give a command only when you have $ prompt)

TO CREATE A NEW FILE:	Type "etx" and press enter
TO EDIT EXISTING FILE (recall a file):	Type "etx filename"
TO SAVE FILE AND EXIT:	Press F7 and then F8
TO DISPLAY FORMAT MENU:	F8
TO DISPLAY OOPS/GOTO MENU:	3 on numeric keypad
TO DISPLAY BLOCK MENU:	1 on numeric keypad
TO PRINT DATE:	type "date"
TO RUN DRAFT PROGRAM:	type "draft filename"
TO RUN FINAL PROGRAM:	type "final filename"
TO RUN LEARN TUTORIAL: (which teaches you how to use etx editor)	type "learn"
TO RUN LEARNTWO TUTORIAL: (which runs lessontwo tutorial on the etx editor)	type "learntwo"
TO LIST YOUR FILES:	type "ls"
TO RUN PREPPY EXERCISE:	type "preppy"
TO LIST THE QUEUE FOR DRAFTS AND FINALS:	type "qstat"
TO CANCEL A DRAFT OR FINAL:	type "revoke"
TO RUN THE SPELLING CHECKER:	type "spell filename"
TO PRINT A COPY OF THE FILE:	type "pr filename"
TO DISPLAY THE HELP MENU:	type "help"

FORMATTING and REFORMATTING:

Press F8 to display format menu. All of the following options must be executed from the FORMAT MENU:

TO GET DISPLAY AT TOP OF SCREEN: [showing FS (file size by bytes up to cursor), LI (line number of cursor position), and CO (column number of cursor position)]: Press F8. Then F2 (set display) and then F2 again and press RETURN.

(NOTE: There is an automatic wrap-around feature which will move the text to the next line when the first one is full. However, if you insert or delete text, you will need to reformat to move existing text to the next line.)

TO FORMAT PARAGRAPH: (with cursor anywhere in first line of paragraph)	Press F8. Then F5
TO FORMAT A SINGLE LINE:	Press F8. Then F4
TO REDRAW ENTIRE SCREEN: (so screen reflects reformatting)	F3

TO RESET RIGHT MARGIN AT COLUMN OF CURSOR POSITION : (Then move cursor to beginning of paragraph and press F8 for reformat and F5 to reformat paragraph.)	Press F8. Then F6
TO RETURN TO THE COMMAND LEVEL:	Press F8. Then F7

BLOCK MENU:

Press 1 on the numeric keypad to display block menu which is used for marking a block of text to copy, move, or delete. All the following functions must be executed from the BLOCK MENU:

TO MARK A BLOCK:	To start a block, press 1 on numeric keypad. Use the arrow keys to move the cursor to the line below where block should end. Then press 3 on numeric keypad to end the block. (NOTE: The cursor must be moved to a different line from that on which block began.)
TO RECALL A BLOCK:	Press 1 on the numeric keypad to recall block menu and then f8 to recall block.
TO DELETE A BLOCK:	Press 1 on numeric keypad 1 and then F6.
TO COPY BLOCK:	Press 1 on numeric keypad and then F1
TO MOVE A BLOCK:	Press 1 on numeric keypad and then F2
TO CLEAR A BLOCK:	Press 1 on numeric keypad and then Z
TO SAVE A BLOCK.	Press 1 on numeric keypad and then F3 to save a block in a temporary file. Press F8 to recall the block and insert it below the cursor position.
TO COPY FROM EXTERNAL FILE:	Press 1 on numeric keypad. Then press F4 (inserts text from external file above cursor position)
TO COPY SPECIFIED BLOCK OF TEXT TO AN EXTERNAL FILE:	Press 1 on numeric keypad. Then F5 (Enter filename when prompted.)

SAVE MENU:

Press F7 to display the save menu. All the following options must be executed from the FORMAT MENU:

INTERMEDIATE SAVE:	Press F7 and then F1 to save the file and continue editing it.
TO SAVE AND EXIT:	Press F7 and then F8 to save file and end session

SEARCH & REPLACE:

Press 3 on the numeric keypad to go to the OOPS/GOTO menu. Then press F2. You will be prompted for text string (characters or words) to be replaced. Type it and then press return. Then you will be prompted for text string to replace it; enter new text and press return. When you are prompted for where, press F1 to search backwards and F2 to search forward. The cursor will move to the text string and ask "Y, N, or X" with Y meaning replace. You will be prompted RETURN? If you type Y, cursor will return to its original position before the search; if you respond N, the cursor will remain at location where search ended.

You will also be prompted RETURN? if the search text is not found. N means leave the original and cursor should remain where you are now in the text. You will be prompted RETURN? and if you press N, the cursor will remain where search item was located. X means do not replace and cursor will remain where search text has been located.

It is not necessary to have same case (capitals or lower case) for searches since there is no way of specifying upper or lower case.

SOME HINTS FOR SEARCHING: If you do not type a space or a punctuation mark after the search word, the computer will stop at all combinations of those letters whether they are complete words or not.

TO REPEAT A SEARCH: After typing N or X or Y, pressing 3 on the numeric keyboard will take you back to the oops menu and hitting F3 will repeat the search and replace function.

TO GET SHELL COMMAND PROMPT:

Press 3 on numeric keyboard to go to the OOPS/GOTO menu and press C. Then enter command to be carried out. Pressing any key will return to the original document.

TROUBLESHOOTING GUIDE

1. Wait for password prompt before typing password.
2. Type user name and password exactly (Note: Password will not be displayed on screen)
3. DO NOT LOG IN IN UPPER CASE LETTERS (if so, everything typed will be capitalized).
4. Hit keys crisply: (timing is important--do not hold down keys too long or they will repeat.)
5. Do not hit more than one key at a time
6. Do not use l for 1
7. Do not use O for 0
8. Never name a file "ty" or "core" since these are system files that will be overwritten
9. Do not hit the set-up or clear keys. If you do so by accident, call the lab attendant for assistance.

Appendix J.

VARIOUS USEFUL PROCEDURES

Key: <> = Carriage Return. Type the characters between " ".

How to Transfer Files from PC to WWB[1]

Note: Step nine will vary depending upon whether you are sending a PC-WRITE file or a MS WORD file.

1. Boot with PC Interface diskette.
2. Type "install" <>
3. Type "login" <>
4. <>
5. Type "0" <>. [port #].
6. Type "9600" <>. [band #].
7. Log in under your Unix I. D.
8. Hit F9.

---

[1] Memo from FIXPCW and FIXWORD author: The programs FIXPCW and FIXWORD are provided by Todd M. Lewis, Research and Development group, Microcomputer Support Center. They should be used to make PC-Write and Word documents usable under the AT&T Writers' Workbench.

AT&T's PC-Interface software should be used to provide a link between an IBM compatable PC and the UNIX host of the Writers' Workbench. Standard procedures should be followed until the **COPY** step. At that point, the operator would normally enter

COPY B:filename.ext C:filename.ext

This step should be replaced with

FIXPCW B:filename.ext C:filename.ext

If the desired file is a PC-Write file, or

FIXWORD B:filename.ext C:filename.ext

if the file is a Microsoft Word document. Though the FIXWORD program will work on any Word document, the resulting filtered file will be cleaner is the user save the document unformatted. Be careful to save both a formatted and unformatted version of any document or all formatting will be lost! This shouldn't be a problem in PC-Write.

TL:sk

9. Type "FIXPCW B:filename.ext C:filename.ext"1
or
"FIXWORD B:filename.ext C:filename.ext"1
and

10. <>

11. Stand back.

What to do When the Printer is Disabled

1. Log in as Monitor <> w/ WWBDEMO password <>.

2. Type "lpstat -t" <>.

3. Type "enable" dqp10_1 <>.

4. That should do it; if not, type "qstat" <>.

5. If down, type "start queue"

6. If that doesn't work, from "lpstat -t" cancel the first job: type "cancel [+job number as listed on screen].

7. If that doesn't work, powerdown and restart.

What to do if there has been a power failure

1. Turn on the machine.

2. Try to log in on your I. D.

3. If O. K., you're finished; if not, log in as "root" <>.

4. There's probably no password.

5. cd \etc. <>.

6. cp passwrd.bkp passwrd <>.

Logins, Passwords and Gid's
(TOP SECRET! DO NOT READ FURTHER WITHOUT SECURITY CLEARENCE)

Killion	sk0987	110
Juliae	je6726	110
Hazen	margret1	111
jcs	??????	111
doc	janel1	110
amemo	amemo1	110

How to Produce a decent copy of a Student's Paper

Now how can he get a final copy? This was the first question of the evening session. A student login can issue the command "pr 'filename'" to print an etx file. Steve and I experimented with this and with the lab attendant-level "lp 'filename'" command. Here is the procedure we arrived at:

1) Have student make all necessary changes to etx file under student login.

2) Log in as monitor and issue copy command. Copy the student's file into yours or monitor's.

3) Call up the student's file under this login and double-space it manually. Cursor at beginning of line, press return, move with cursor arrow to next line, press return. It takes very little time to do a short paper this way. Exit and save.

4) After checking printer, qstat, and which way the wind is blowing, issue "lp filename" command. Paper should look fit to turn in, if paper in printer is lined up right and if the moon is full. No page #'s, but at least no ridiculous header either.

Appendix J.

WELCOME TO THE WRITER'S WORKBENCH LAB

NOTE: This procedure is intended for people who are writing papers for a class, will enter them on the ETX editor (AT&T terminals) as opposed to a PC, and who need to do the tutorials. BRIDGE students will not need a login or tutorials. The athletes who are coming in to do the tutorials are not all writing papers this session, but John Blanchard wants as many as possible to come in may coming into

Before you sit down at a terminal, please fill out a LOGIN form and give it to the lab attendant. He or she will enter your personal login and password while you are doing the tutorials.

After you have filled out the slip and seated yourself at a terminal, you are ready to begin the tutorials. These will teach you how to type your essays into the computer.

1. Make sure your terminal screen is on. If it is dark, first tap any key on the keyboard. If there's no response, try turning the contrast knob, underneath the screen on the left front. If nothing appears, press the switch at the back of the terminal and to the right to turn the machine on. Ask for assistance if you still can't get anything to show up on the screen.

2. If you have turned the computer on, you should see a message towards the bottom of the screen that says "**CONSOLE LOGIN.**" If the terminal was already on, you may see a "**$**" sign instead. If you do, hold down the key that is marked "CTRL" and press "D" at the same time. The "**CONSOLE LOGIN**" message should appear.

3. Type in the word "**one**" (do not use quotation marks or leave any spaces.) Press the "RETURN" key. The word "Password" should appear.

4. Type in **1234ab** and press RETURN.

5. You should see a "**$**-prompt." (A prompt is a message that tells you the computer is ready to receive instructions from you. Your message is that you are ready to do the first tutorial.) Type **learn** and then press RETURN.

6. The tutorials are self-explanatory. When you have completed **learn**, go on to the other two (**preppy** and **learntwo**) if you have time. There are instructions within each tutorial for how to go to the next one. Take as much time as you need for each tutorial, but don't worry if you can't remember everything in them. The lab attendant will be able to help you if you have questions later. There is also a Student Terminal Manual you will be able to refer to.

7. When you have completed all the tutorials, you should be able to enter a paper whenever you have a draft to type in. You need to enter this paper under your own personal login. Tell the lab attendant when you are ready to enter your own paper in the computer. She or he will show you how to get started. You will use your own login and

password, get the $ prompt, then type **etx** ------ (whatever you name your file, up to eight letters long).

8. To get an analysis of your essay, exit and save what you have typed (**F7** and then **F8**). At the **$** prompt, type **draft** ------ . If another paper is not already being printed, yours will be ready in about three minutes. Let the lab attendant know the first time you do this so he or she can be sure it works.

9. To call up a paper you have already typed in and want to revise, log in with your name and password and type **etx** ------ . Make the changes you want, save, and then run **draft** again if you want.

10. Type **final** ------ for a final draft of your paper.

11. Let us know if you have questions. We don't want you to be frustrated by this process--it's supposed to help you.

Appendix J.

LAB USERS

There are four categories of people who will be using the lab in some form this month. Each group has different needs.

I. Football players who are writing papers for classes this session. They will use the ETX editor and will need to do the tutorials and get a personal login and password. When they have a paper to write, they will need help entering their papers, information about the lab schedule, a Student Booklet, and explanation of the analysis of their papers. A handout (filename INTRO) will take them through the tutorials and logins.

II. Football players who are not writing papers this session. John Blanchard would like these folks to be introduced to the lab. We should explain to them how WWB is supposed to help them in their later coursework, and show them how to do the tutorials--learn and preppy, plus learntwo if they have time. They do not need a login, but they should receive the summary description of WWB so that they have some idea why they are being introduced to the lab.

III. Students in the Summer Bridge program. Because they will be entering their papers on PCs, these students will not need a login or tutorials. They will need someone to convert their PC files, but they do not need to learn how to do this. They will need help interpreting the analysis of their papers. The lab attendant should give these students a Student Booklet to take with them, and should discuss the analysis of their papers after they have run them through DRAFT. This explanation can take place singly or in groups, according to the composition instructors' preferences.

IV. Non-students--interested faculty and staff who wish to learn about WWB. These people should skim the tutorials to see how the ETX editor works. They should also receive summary literature on WWB, and be encouraged to look at lab copies of drafts of student papers, articles about WWB and other computer-assisted writing, and alternative software such as HBJ Writer. They should enter their comments, if interested, on disk (we can type them in later if they handwrite them.)

Appendix J.

LOGIN FORM

Writer's Workbench saves all student papers on the computer. Your login and password tell the computer where to store your papers so that you will be able to retrieve them and revise them later. We suggest choosing logins and passwords you can remember easily, like part of your name and phone number or Social Security number. (But don't worry; we will keep a copy of this information in case you forget it.)

For our information, please fill out the following:

Name_____ S.S. #_____

Course in which you are writing these papers

Instructor's name

LOGIN (This may be up to 8 letters. For example, Warren Martin could choose the login WMARTIN.)_____

PASSWORD (Choose four digits you can easily remember.)_____

Give this slip to the lab attendant.

Appendix J.

How to Assign Student Logins

1. Log on as **wwbadm**, password **wwbdemo**.

2. At **>** , enter **a**.

3. Enter user name (login).

4. List of info will appear, and the question **OK?** Type **n**.

5. Correct, add info by field--first letter of each line you want to change. When done, Return after "Field?"

6. At **OK**? type **y**. **[ADDED]** will appear.

7. At **>**, type **t**. At **Choose one** stuff, type **a**.

8. At **>**, type **q**.

9. Login as **wwbuser**, password **wwbdemo**.

10. At **$**, type **adduser**. Password **wwbdemo**.

11. You should get a list of old users whose files were "ignored," and new user(s) whose files are now open.

This should work. I believe you can add more than one user at a time without all this entering and exiting, but I haven't had a chance to try it yet.

Appendix K.

Sample Student Paper: John.doc

Dear John,

On June 5, 1983, I graduated from high school. That day really meant a lot to me and to the members of my family. I had a great feeling going through the whole day. I was going to try and let you feel what I felt that day.

The graduation ceremony started at about 2:30 p.m., but we had to be there at 1:00 p.m. inorder to get ready. When I got up that morning I was all smiles, looking forward to what I had been anxiously awaiting. You can only experience that day once in your life, unless you go on to college. What I think is most exciting about graduating from high school is that it is your really first big change in life. It is something that every high school student looks forward to.

Having arrived at school by 1:00 p.m., really excited about what was getting ready to happen to me. My stomach was turning in circles and I couldn't stop it. As the time got closer and closer to 2:30, I became more and more nervous by the minute. Then 2:30 p.m. finally arrived. When we were marching into the gymnasium, I was looking into the crowd trying to pick out my family to see if I could see the impression on their faces. I was thinking to myself while I was walking in and I thought, Gosh, I hope I don't accidently trip and fall, because that would be real embarrassing. So it was on my mind to keep my feet perfectly straight.

When we all got seated and the principal of our school was giving his speech, many thoughts were going through my mind. I was saying to myself "Oh my God, I'm finally graduating from high school!" I was also thinking about what lay ahead of me in the future. I was thinking to myself that now that I am receiving my diploma from high school let's see if I can get a degree from the University of North Carolina. In my mind I was trying to picture what it was going to be like when I graduated from college.

Graduating from High School really meant a lot to me. I had set a few goals for myself, and a high school diploma was on of them. Now I had achieved it. Now it is time to move towards my next goal. I hope that I have given you some idea of what was going through my mind that day.

Combined Comments from
Three Teaching Assistants

Dear John,

On June 5, 1983, I graduated from high school. That day really meant a lot (vague) to me and to the members of my family. I had a great feeling (vague) going through the whole day. I was going to try and let you feel what I felt that day. (Don't just try. Do it!)

The graduation ceremony started at about 2:30 p.m., but we had to be there (where? Be specific.) at 1:00 (p.m.) (omit 2 words) in order to get ready. When I got up that morning I was all smiles, looking forward to what I had been anxiously awaiting. (You) can only experience that day once in your life, unless you go on to college. What I think is most exciting about graduating from high school is that it is your really first big change in life. It is (something) that every high school student looks forward to.

(Having arrived) I arrived at school by 1:00 (p.m.), really excited about what was getting ready to happen to me. My stomach was turning in circles, and I couldn't stop it. As the time got closer and closer to 2:30, I became more and more nervous by the minute. (Then 2:30 (p.m.) finally arrived.) When we were marching into the gymnasium, I [was looking] [looked] into the

- Good introduction because you get right to the point, state the thesis, and predict the paper.
- You will need to give specific details in the body of your paper to show what you mean by the vague terms "a lot" and "a great feeling."
- Why are you doing this? You need to give John a reason to care!
- The 2nd paragraph has a basic paragraph structure with a statement, support, and significance. However, you need to provide more specific details for support.
- You don't need to repeat p.m. since you have already established that it is afternoon
- Avoid you (2nd person) when you mean I (1st person).
- Consider your logic. Can you experience any day more than once? Even if you finish college, you only graduate high school one time.
- This is hardly amazing. Can you tell us a little more about how you felt about the day? Why was it special? Give specific details.
- This is a fragment rather than a complete sentence. You have no subject or main verb.
- You seem to be building the reader's suspense to lead to some climax, but your paper doesn't give a climax as expected.
- omit this sentence and replace with an adverb such as "finally" at the beginning of the next sentence.

Is your time order logical? Do you need to reverse these two sentences? Since you repeat the same idea at the beginning of the third paragraph, maybe the second paragraph should deal with your feelings before you arrived at school. (See HH 2b a)

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Appendix K

Combined Comments from
Three Teaching Assistants

crowd trying to pick out my family to see if (Who? Be more specific)

I could see the impression on their faces. (I (expressions (must be plural to agree with their)

was thinking to myself) While I was walking in, (delete this repetitious statement)

(and) (I thought), "Gosh, I hope I don't (omit ↕ to myself)

accidently trip and fall, because that would

be real embarrassing." (So it was on my mind (Do you need the adverb really? Avoid starting a sentence with so.)

to keep my feet perfectly straight.)

When we were all [got] seated and the principal (were omit)

[of our school] was giving his speech, many (omit- The word principal identifies him. You could have named him or given some details of his speech to add specifics to the paper.)

thoughts were going (through my mind). I (was (avoid passive voice verbs)

saying) to myself, "Oh, my God, I'm finally (said commas around noun of address)

graduating from high school!" I [was] also

[thinking] about what lay ahead of me [in the (thought)

future]. I [was thinking] to myself that now (thought)

that I am receiving my diploma from high

school, let's see if I can get a degree from (See HH26C Do you mean "let us"? Who is us?)

the University of North Carolina. [In my mind]

I [was trying] to picture what it was going to (tried)

be like when I graduated from college.

Graduating from High School really meant (lower case)

a lot to me. I had set a few goals for (vague)

myself, and a high school diploma was on of (one)

them. [Now I had achieved it. Now it is time (Avoid repetitions)

to move towards my next goal.] I hope that I (Be more confident.)

have given you some idea of [what was going

through my mind that day] replace with

"how important the day was to me." to restress the

thesis and maintain unity in the paragraph.

Sincerely,
your name

- Watch verb tense. Simple past tense is sufficient.
- Did you see their faces? Why not? What expressions did you see? Give specific details.
- Avoid repeating ideas.
- So what? Does this have anything to do with nervousness and the importance of the day? If so, what does it tell us?
- Where else would the thoughts be but in your mind?
- Where else would it lie ahead of you except in the future? Cut out unnecessary repetition of ideas.
- Where else would you try to picture it?
- Did this thought excite you? Tell why it matters. What did you think? Be more specific.
- Do not capitalize high school unless it is part of a proper noun (ie, Chapel Hill High School)
- Combine these sentences.
- We still don't know why you wanted to do this.
- Remember this is a letter -Appendix K

You have focused on a specific incident in your narrative. Although you don't explain <u>why</u> you are writing to John, I assume he is a friend who has not yet graduated. It seems your diction is appropriate to your audience. You have a good sense of the basic structure of the essay, using an introduction that introduces and a conclusion that concludes. There are some areas you need to work on.

Your greatest weakness is in content. While you set a basic frame for the narrative with your introduction and conclusion, you don't give enough information in the body of your paper to "flesh out" the essay. Use more specific, vivid sensory details rather than so many middle-level generalities. Details will help make a more emphatic presentation to prove that the day was important and to show why it's worth narrating.

You might want to do more pre-writing (lists of details, for example) so that you will have more material to work with in your paper. It is better to have too many ideas and have to eliminate some of them than to have too few and produce a hollow, repetitious paper the way many of your body paragraphs are now. The introduction of your paper promises to deliver <u>more</u> to the reader than it actually gives.

Pay closer attention to your grammar. You know what a sentence looks like, but the first 2½ lines of the third paragraph do not constitute a sentence. Since you have no subject or main verb, you have a

fragment. Pay closer attention to punctuation too. Check the handbook references, especially Holt Handbook 26c (punctuating dependent clauses in complex sentences). Master the rules. Remember imprecise grammar and faulty punctuation set up false expectations in your reader which, being unfulfilled, leave him confused.

Try to condense your writing as well. Experiment with ways to render the same idea in fewer words. One way of doing this is to avoid repetition of ideas. Another is to avoid forms of the verb to be (is, was) and verb—ing constructions. Choose a specific straightforward action verb and let it help describe what you intend to say. Cut out any unnecessary words. These techniques will save you and your reader time and effort.

Combine sentences, embedding details in phrases and subordinate clauses. By doing so, you will achieve more sentence variety and your writing will seem more mature.

Don't let imprecision fuddle your message. Above all, never be satisfied. Keep working hard to get your paper to move as clearly as possible the ideas from your mind to your reader's mind.

HBJ Writer

Analyzing DEARJOHN for
"be" verbs, prepositions, abstracts, -tion words, gender nouns
b="be" verbs p=prepositions a=abstracts t=-tion words g=gender nouns

Dear John,

On June 5, 1983, I graduated from high school. That day really meant a lot
pp pppp

to me and to the members of my family. I had a great feeling going through
pp pp pp ppppppp

me that whole day. I am going to try and let you feel what I felt that day.
bb , pp

The graduation ceremony started at about 2:30 p.m., but we had to be there at
ttttttttt ppppp pp bb pp

1:00 p.m. inorder to get started. When I got up that morning I was all
pp pp bbb

smiles, looking forward to what I had been anxiously awaiting. You can only
pp bbbb

experience that day once in your life, unless you go on to college. What I
aaaaaaaaaa pp aaaa pp

Analyzing DEARJOHN for
"be" verbs, prepositions, abstracts, -tion words, gender nouns
b="be" verbs p=prepositions a=abstracts t=-tion words g=gender nouns

think is most exciting about graduating from high school is that it is your
bb ppppp pppp bb bb

really first big change in life. It is something that every high school
pp aaaa bb aaaaaaaaa

student looks forward to.

Having arrived at school by 1:00 p.m., really excited about what was getting
pp pp ppppp bbb

ready to happen to me. My stomach was turning in circles and I couldn't stop
pp pp bbb pp

it. As the time got closer and closer to 2:30, I became more and more
pp pp

nervous by the minute. Then 2:30 p.m. finally arrived. When we were
pp bbbb

marching into the gymnasium, I was looking into the crowd trying to pick out
pppp bbb pppp pp ppp

my family to see if I could see the impression on their faces. I was
pp ttttttttt pp bbb

Analyzing DEARJOHN for
"be" verbs, prepositions, abstracts, -tion words, gender nouns
b="be" verbs p=prepositions a=abstracts t=-tion words g=gender nouns

thinking to myself while I was walking in and I thought, Gosh, I hope I don't
pp bbb pp

accidently trip and fall, because that would be really embarrassing. So it
ppppppp bb

was on my mind to keep my feet perfectly straight.
bbb pp pp

When we all got seated and the principal of our school was giving his speech,
pp bbb

many thoughts were going through my mind. I was saying to myself, "Oh my
bbbb ppppppp bbb pp

God, I'm finally graduating from high school!" I was also thinking about
bbb pppp bbb ppppp

what lay ahead of me in the future. I was thinking to myself that now that I
pp pp bbb pp

am receiving my diploma from high school let's see if I can get a degree from
bb pppp aaaaaa pppp

the University of North Carolina. In my mind I was trying to picture what it
pp pp bbb pp

Analyzing DEARJOHN for
"be" verbs, prepositions, abstracts, -tion words, gender nouns
b="be" verbs p=prepositions a=abstracts t=-tion words g=gender nouns

was going to be like when I graduated from college.
bbb pp bb pppp pppp

Graduating from High school really meant a lot to me. I had set a few goals
pppp pp aaaaa

for myself, and a high school diploma was on of them Now I had achieved it.
ppp bbb pp

Now it is time to move towards my next goal. I hope that I have given you
bb pp ppppppp aaaa

some idea of what was going through my mind that day.
aaaa pp bbb ppppppp

Abstract Word Statistics

28.0% of DEARJOHN's sentences contain at least one abstract word. The text has 8 abstract words in 7 sentences.

Although abstract words appear in less than half this paper's sentences, you might still find concrete substitutes for some.

"-tion" or "-sion" Word Statistics

In DEARJOHN, 2 sentence(s) contain(s) at least one "-tion" word (8.0% of all sentences). The text has 2 "-tion" words.

Words that have "-tion" or "-sion" in them are often verbs that have become nouns (e.g., "action" from "act").

In this paper, you have not made many verbs into "-tion" nouns.

Gender-specific Nouns

Your paper contains no gender-specific nouns. Still, you may wish to consider your paper's pronouns--do they convey an unintended sexual bias to your reader?

Preposition Statistics

DEARJOHN contains 62 prepositions (including infinitive "to's") in 23 sentences. The text has 1 preposition for every 6.8 words, and an average 2.5 prepositions per sentence.

Your text may have too many prepositions or infinitives, which can create ambiguities and make reading it difficult. Examine your text--you may find better alternative wordings.

"Be" Verb Statistics

18 of DEARJOHN's sentences contain(s) at least one "be" verb (72.0% of all sentences). Overall, the text has 29 "be" verbs.

Too many "be" verbs in a text can drain it of action, and can also obscure who does what to whom. If that holds true here, you probably should replace some "be" verbs with active verbs.

Sentence Length Statistics

DEARJOHN contains 421 words and 25 sentences. The average sentence is 16.8 words long. The longest sentence has 30 words and the shortest has 5.

Your sentences, on the whole, seem neither too long nor too short.

Overall, your paper's sentence-lengths vary, but see a sentence length graph for a detailed view.

SENTENCE LENGTH GRAPH OF DEARJOHN - Version 4, pg. 6

61.

Appendix L.

Dear John,

On June 5, 1983, I graduated from high school. That day really meant a lot to me and to the members of my family. I had a great feeling going through me that whole day. I am going to try and let you feel what I felt that day.

The graduation ceremony started at about 2:30 p.m., but we had to be there at 1:00 p.m. inorder to get started. When I got up that morning I was all smiles, looking forward to what I had been anxiously awaiting. You can only experience that day once in your life, unless you go on to college. What I think is most exciting about graduating from high school is that it is your really first big change in life. It is something that every high school student looks forward to.

Having arrived at school by 1:00 p.m., really excited about what was getting ready to happen to me. My stomach was turning in circles and I couldn't stop it. As the time got closer and closer to 2:30, I became more and more nervous by the minute. Then 2:30 p.m. finally arrived. When we were marching into the gymnasium, I was looking into the crowd trying to pick out my family to see if I could see the impression on their faces. I was thinking to myself while I was walking in and I thought, Gosh, I hope I don't accidently trip and fall, because that would be really embarrassing. So it was on my mind to keep my feet perfectly straight.

When we all got seated and the principal of our school was giving his speech, many thoughts were going through my mind. I was saying to myself, "Oh my God, I'm finally graduating from high school!" I was also thinking about

what lay ahead of me in the future. I was thinking to myself that now that I am receiving my diploma from high school let's see if I can get a degree from the University of North Carolina. In my mind I was trying to picture what it was going to be like when I graduated from college.

Graduating from High school really meant a lot to me. I had set a few goals for myself, and a high school diploma was on of them Now I had achieved it. Now it is time to move towards my next goal. I hope that I have given you some idea of what was going through my mind that day.

search

Dear John,!

!

On June 5, 1983, I graduated from high school. That day really meant a lot to me and to the members of my family. I had a great feeling going through me that whole day. I am going to try and let you feel what I felt that day.!

!

The graduation ceremony started at about 2:30 p.m., but we had to be there at 1:00 p.m. inorder to get started. When I got up that morning I was all smiles, looking forward to what I had been anxiously awaiting. You can only experience that day once in your life, unless you go on to college. What I think is most exciting about graduating from high school is that it is your really first big change in life. It is something that every high school student looks forward to.!

!

Having arrived at school by 1:00 p.m., really excited about what was getting ready to happen to me. My stomach was turning in circles and I couldn't stop it. As the time got closer and closer to 2:30, I became more and more nervous by the minute. Then 2:30 p.m. finally arrived. When we were marching into the gymnasium, I was looking into the crowd trying to pick out my family to see if I could see the impression on their faces. I was thinking to myself while I was walking in and I thought, Gosh, I hope I don't accidently trip and fall, because that would be really embarrassing. So it was on my mind to keep my feet perfectly straight.!

!

When we all got seated and the principal of our school was giving his speech, many thoughts were going through my mind. I was saying to myself, "Oh my God, I'm finally graduating from high school!" I was also thinking about

what lay ahead of me in the future. I was thinking to myself that now that I am receiving my diploma from high school let's see if I can get a degree from the University of North Carolina. In my mind I was trying to picture what it was going to be like when I graduated from college.

Graduating from High school really meant a lot to me. I had set a few goals for myself, and a high school diploma was on of them Now I had achieved it. Now it is time to move towards my next goal. I hope that I have given you some idea of what was going through my mind that day.

Rightwriter
Steven B, Killion
WWB Project
September 16, 1986
John.doc
Dear John,

On June 5, 1983, I graduated from high school. That day really meant a lot to me and to the members of my family. I had a great feeling going through the whole day. I was going to try and let you feel how I felt that day.

^<<* 1. REPLACE: try and let BY try to *>>

The graduation ceremony started at about 2:30 p.m., but we had to be there at 1:00 p.m. in order to get ready. When I got

<<* 2. WORDY. REPLACE in order to BY to *>>
<<* 17. LONG SENTENCE: 24 WORDS *>>^

up that morning I was all smiles, looking forward to what I had been anxiously awaiting. You can only experience that day once in your life, unless you go on to college. What I think is most

<<* 3. WEAK: I think *>>^

exciting about graduating from high school is that it is your really first big change in life. It is something that every high school student looks forward to.

Having arrived at the school by 1:00 p.m., really excited about what was getting ready to happen to me. My stomach was turning in circles and I couldn't stop it. As the time got closer and closer to 2:30, I became more and more nervous by the minute.

<<* 31. COMPLEX SENTENCE *>>^

Then 2:30 p.m. finally arrived. When we were marching into the gymnasium, I was looking into the crowd trying to pick out my family to see if I could see the impression on their faces. I was

<<* 17. LONG SENTENCE: 30 WORDS *>>^

thinking to myself while I was walking in and I thought, Gosh, I hope I don't accidently trip and fall, because that would be real

<<* 18. NOT A WORD. REPLACE accidently BY accidentally *>>

embarrassing. So it was on my mind to keep my feet perfectly

^<<* 17. LONG SENTENCE: 28 WORDS *>>
^<<* 31. COMPLEX SENTENCE *>>

straight.

When we all got seated and the principal of our school was giving his speech, many thoughts were going through my mind. I was saying to myself "Oh my God, I'm finally graduating from high school!" I was also thinking about what lay ahead of me in the future. I was thinking to myself that now that I am receiving my diploma from high school let's see if I can get a degree from the University of North Carolina. In my mind I was trying to picture

^<<* 17. LONG SENTENCE: 30 WORDS *>>

what it was going to be like when I graduated from college.

Graduating from high school really meant a lot to me. I had set a few goals for myself, and a high school diploma was one of them. Now I had achieved it. Now it is time to move towards my next goal. I hope that I have given you some idea of what was going through my mind that day.

<<** SUMMARY **>>

READABILITY INDEX: 6.23
Readers need a 6th grade level of education to understand.

STRENGTH INDEX: 0.73
The strength of delivery is good, but can be improved.

DESCRIPTIVE INDEX: 0.74
The use of adjectives and adverbs is within the normal range.

JARGON INDEX: 0.00

SENTENCE STRUCTURE RECOMMENDATIONS:
15. No Recommendations.

<< UNCOMMON WORD LIST >>
The following words are not widely understood.
Will any of these words confuse the intended audience?

ACCIDENTLY	1	CLOSER	2	DIPLOMA	2
GOSH	1	GRADUATED	2	GRADUATING	3
GYMNASIUM	1	JOHNDOE	1	KILLION	1

WWB 1

<< END OF UNCOMMON WORD LIST >>

<<** WORD FREQUENCY LIST **>>

A	6	ABOUT	4	ACCIDENTLY	1
ACHIEVED	1	AHEAD	1	ALL	2
ALSO	1	AM	1	AND	9
ANXIOUSLY	1	ARRIVE	2	AS	1
AT	3	AWAITING	1	BE	3
BECAME	1	BECAUSE	1	BEEN	1
BIG	1	BUT	1	BY	2
CAN	2	CAROLINA	1	CEREMONY	1
CHANGE	1	CIRCLES	1	CLOSER	2
COLLEGE	3	COULD	2	CROWD	1
DAY	5	DEAR	1	DEGREE	1
DIPLOMA	2	DON'T	1	EMBARRASSING	1
EVERY	1	EXCITED	1	EXCITING	1
EXPERIENCE	1	FACE	1	FALL	1
FAMILY	3	FEEL	2	FEET	1
FELT	1	FEW	1	FINAL	2
FIRST	1	FOR	1	FORWARD	3
FROM	7	FUTURE	1	GET	3
GIVE	1	GIVEN	1	GO	1
GOAL	2	GOD	1	GOING	5
GOSH	1	GOT	3	GRADUATED	2
GRADUATING	3	GRADUATION	1	GREAT	1
GYMNASIUM	1	HAD	5	HAPPEN	1
HAVE	2	HIGH	7	HIS	1
HOPE	3	HOW	1	I	28
IDEA	1	IF	2	IMPRESSION	1
IN	7	INTO	2	IS	5
IT	7	I'M	1	JOHN	2
JOHNDOC	1	JUNE	1	KEEP	1
KILLION	1	LAY	1	LET	2
LIFE	2	LIKE	1	LOOK	3
LOT	2	MANY	1	MARCHING	1
ME	4	MEANT	3	MEMBERS	1
MIND	4	MINUTE	1	MORE	2
MORNING	1	MOST	1	MOVE	1
MY	11	MYSELF	4	NERVOUS	1
NEXT	1	NORTH	1	NOW	3
OF	6	OH	1	ON	4
ONCE	1	ONE	1	ONLY	1
ORDER	1	OUR	1	OUT	1
PERFECT	1	PICK	1	PICTURE	1
PM	4	PRINCIPAL	1	PROJECT	1
READY	3	REAL	1	REALLY	4
RECEIVING	1	SAY	1	SCHOOL	9
SEATED	1	SEE	3	SEPTEMBER	1
SET	1	SMILES	1	SO	1
SOME	1	SOMETHING	1	SPEECH	1
START	1	STEVEN	1	STOMACH	1
STOP	1	STRAIGHT	1	STUDENT	1
THAT	11	THE	12	THEIR	1

THEM	1	THEN	1	THERE	1
THINK	4	THOUGHT	2	THROUGH	3
TIME	2	TO	21	TOWARDS	1
TRIP	1	TRY	3	TURNING	1
UNIVERSITY	1	UNLESS	1	UP	1
WALK	1	WAS	16	WE	3
WERE	2	WHAT	6	WHEN	4
WHILE	1	WHOLE	1	WOULD	1
WWB	1	YOU	4	YOUR	2

<<END OF WORD FREQUENCY LIST>>

Outline Document for B:JOHN.WH

Name: Date:

On June 5, 1983, I graduated from high school.
The graduation ceremony started at about 2:30 p.m., but we had to be there at 1:00 p.m. inorder to get ready.

Having arrived at school by 1:00 p.m., really excited about what was getting ready to happen to me.

When we all got seated and the principal of our school was giving his speech, many thoughts were going through my mind.

Graduating from High school really meant a lot to me.

Outline Document Press Esc to go back to the Paragraph/Sentence Menu.

Does the first sentence of each paragraph help the reader understand what is coming next? If not, you may want to add transition words and sentences.

Analyzing: B:JOHN.WH

Press Enter to continue.

Paragraph Development for B:JOHN.WH

Name: Date:

Paragraph 1: ********* 49
Paragraph 2: ****************** 89
Paragraph 3: ************************* 122
Paragraph 4: ******************** 99
Paragraph 5: ************ 60

Total Words: 419
Paragraph Average: 83.8

71.

Appendix N.

List Document by Sentences for B:JOHN.WH

Name: Date:

Dear John, On June 5, 1983, I graduated from high school.
That day really meant a lot to me and to the members of my family.
I had a great feeling going through me that whole day.
I am going to try and let you feel what I felt that day.
The graduation ceremony started at about 2:30 p.m., but we had to be there at 1:00 p.m. inorder to get ready.
When I got up that morning I was all smiles, looking forward to what I had been anxiously awaiting.
You can only experience that day once in your life, unless you go on to college.
What I think is most exciting about graduating from high school is that it is your really first big change in life.
It is something that every high school student looks forward to. Having arrived at school by 1:00 p.m., really excited about what was getting ready to happen to me.
My stomach was turning in circles and I couldn't stop it.
As the time got closer and closer to 2:30, I became more and more nervous by the minute.
Then 2:30 p.m. finally arrived.
When we were marching into the gymnasium, I was looking into the crowd trying to pick out my family to see if I could see the impression on their faces.
I was thinking to myself while I was walking in and I thought, Gosh, I hope I don't accidently trip and fall, because that would be really embarrassing.
So it was on my mind to keep my feet perfectly straight. When we all got seated and the principal of our school was giving his speech, many thoughts were going through my mind.
I was saying to myself, "Oh my God, I'm finally graduating from high school!"
I was also thinking about what lay ahead of me in the future.
I was thinking to myself that now that I am receiving a diploma from high school let's see if I can get a degree from the University of North Carolina.
In my mind I was trying to picture what it was going to be like when I graduated from college. Graduating from High school really meant a lot to me.
I had set a few goals for myself, and a high school diploma was on of them Now I had achieved it.
Now it is time to move towards my next goals.
I hope that I have given you some idea of what was going through my mind that day.

Readability Level for B:JOHN.WH

Name: Date:

Grade level of readers: 13

Grade level of your writing: 9

Readability Level Press Esc to go back to the Paragraph/Sentence Menu.

This program computes a readability level for your writing. Experts disagree over the accuracy of readability levels, but they can at least tell you if your writing is too simple or too difficult for your audience.

To start, type a number from 1 to 16 to indicate the grade level of your audience. (1=first grade, 16=college senior.)

Grade level of readers: 13

Computing readability. One moment, please.

Grade level of your writing: 9

You seem to be writing below your audience. You may want to run the sentence graph to see if your sentences are short and choppy. Maybe you should combine a few. Also check your vocabulary. Are you using vague, one-syllable words like 'nice' and 'lots'? Use more specific words to rise to the level of your audience.

Analyzing: B:JOHN.WH

Press Enter to continue.

Sentence Graph for B:JOHN.WH

Name: Date:

```
Sentence 1:   *********** 11
Sentence 2:   *************** 15
Sentence 3:   *********** 11
Sentence 4:   *********************************** 35
Sentence 5:   ******************* 19
Sentence 6:   ***************** 16
Sentence 7:   ********************** 22
Sentence 8:   ****************************** 29
Sentence 9:   *********** 11
Sentence 10:  ******************* 18
Sentence 11:  ***** 5
Sentence 12:  ****************************** 30
Sentence 13:  ***************************** 28
Sentence 14:  ************************************ 34
Sentence 15:  ************** 14
Sentence 16:  ************* 13
Sentence 17:  ****************************** 30
Sentence 18:  ****************************** 30
Sentence 19:  ********************** 22
Sentence 20:  ********** 10
```

[redacted]

Sentence Graph Press Esc to go back to the Paragraph/Sentence Menu.

This program graphs the length of each sentence with one star for each word. Check to see if your sentences are all short, all long, or a variety of lengths. If they are one extreme, you may want to rewrite some sentences to vary the length.

Analyzing: B:JOHN.WH

Press Enter to continue.

Marked B:JOHN.MEO

John-wds.wh

Name: Date:

On June 5, 1983, I graduated from high school. That day really meant a lot ^^to^^ me and ^^to^^ the members of my family. I had a great feeling going through me that whole day. I ^^am^^ going ^^to^^ try and let you feel what I felt that day.

The graduation ceremony started at about 2:30 p.m., but we had ^^to^^ ^^be^^ ^^there^^ at 1:00 p.m. inorder ^^to^^ get ready. When I got up that morning I ^^was^^ ^^all^^ smiles, looking forward ^^to^^ what I had ^^been^^ anxiously awaiting. You can only experience that day once in ^^your^^ life, unless you go on ^^to^^ college. What I think ^^is^^ most exciting about graduating from high school ^^is^^ that it ^^is^^ ^^your^^ really first big change in life. It ^^is^^ something that every high school student looks forward ^^to^^

Having arrived at school by 1:00 p.m., really excited about what ^^was^^ getting ready ^^to^^ happen ^^to^^ me. My stomach ^^was^^ turning in circles and I couldn't stop it. As the time got closer and closer ^^to^^ 2:30, I become more and more nervous by the minute. Then 2:30 p.m. finally arrived. When we ^^were^^ marching into the gynmasium, I ^^was^^ looking into the ^^crowd^^ trying ^^to^^ pick out my family ^^to^^ see if I could see the impression on ^^their^^ faces. I ^^was^^ thinking ^^to^^ myself while I ^^was^^ walking in and I thought, Gosh, I hope I don't accidently trip and fall, because that would ^^be^^ really embarrassing.

So it ^^was^^ on my mind ^^to^^ keep my feet perfectly straight. When we ^^all^^ got seated and the ^^principal^^ of our school ^^was^^ giving ^^his^^ speech, many thoughts ^^were^^ going through my mind. I ^^was^^ saying ^^to^^ myself "Oh my God, I'm finally graduating from high school!" I ^^was^^ also thinking about what lay ahead of me in the future. I ^^was^^ thinking ^^to^^ myself that now that I ^^am^^ receiving my diploma from high school let's see if I can get a degree from the University of North Carolina. In my mind I ^^was^^ trying ^^to^^ picture what it ^^was^^ going ^^to^^ ^^be^^ like when I graduated from college.

Graduating from High school really meant a lot ^^to^^ me. I had set a few goals for myself, and a high school diploma ^^was^^ on of them Now I had achieved it. Now it ^^is^^ time ^^to^^ move towards my next goals. I hope that I have given you some idea of what ^^was^^ going

Word Frequency Count for B:JOHN.MEO

Name: Date:

A	6	ALL	2	ARRIVED	2
ABOUT	4	ALSO	1	AS	1
ACCIDENTLY	1	AM	2	AT	3
ACHIEVED	1	AND	9	AWAITING	1
AHEAD	1	ANXIOUSLY	1		
BE	3	BEEN	1	BY	2
BECAUSE	1	BIG	1		
BECOME	1	BUT	1		
CAN	2	CIRCLES	1	COULDN'T	1
CAROLINA	1	CLOSER	2	CROWD	1
CEREMONY	1	COLLEGE	2		
CHANGE	1	COULD	1		
DAY	5	DEGREE	1	DON'T	1
DEAR	1	DIPLOMA	2		
EMBARRASSING	1	EXCITED	1	EXPERIENCE	1
EVERY	1	EXCITING	1		
FACES	1	FEET	1	FOR	1
FALL	1	FELT	1	FORWARD	2
FAMILY	2	FEW	1	FROM	7
FEEL	1	FINALLY	2	FUTURE	1
FEELING	1	FIRST	1		
GET	2	GOALS	2	GRADUATED	2
GETTING	1	GOD	1	GRADUATING	3
GIVEN	1	GOING	5	GRADUATION	1
GIVING	1	GOSH	1	GREAT	1
GO	1	GOT	3	GYNMASIUM	1
HAD	5	HAVING	1	HOPE	2
HAPPEN	1	HIGH	7		
HAVE	1	HIS	1		
I	28	IMPRESSION	1	IS	5
I'M	1	IN	6	IT	7
IDEA	1	INORDER	1		
IF	2	INTO	2		
JOHN	1	JUNE	1		
KEEP	1				
LAY	1	LIFE	2	LOOKS	1
LET	1	LIKE	1	LOT	2
LET'S	1	LOOKING	2		
M	4	MEMBERS	1	MOST	1
MANY	1	MIND	4	MOVE	1
MARCHING	1	MINUTE	1	MY	11
ME	5	MORE	2	MYSELF	4
MEANT	2	MORNING	1		

NERVOUS	1	NORTH	1		
NEXT	1	NOW	3		
OF	6	ONCE	1	OUT	1
OH	1	ONLY	1		
ON	5	OUR	1		
P	4	PICK	1	PRINCIPAL	1
PERFECTLY	1	PICTURE	1		
READY	2	REALLY	5	RECEIVING	1
SAYING	1	SMILES	1	STARTED	1
SCHOOL	9	SO	1	STOMACH	1
SEATED	1	SOME	1	STOP	1
SEE	3	SOMETHING	1	STRAIGHT	1
SET	1	SPEECH	1	STUDENT	1
THAT	12	THINK	1	TO	21
THE	10	THINKING	3	TOWARDS	1
THEIR	1	THOUGHT	1	TRIP	1
THEM	1	THOUGHTS	1	TRY	1
THEN	1	THROUGH	3	TRYING	2
THERE	1	TIME	2	TURNING	1
UNIVERSITY	1	UNLESS	1	UP	1
WALKING	1	WERE	2	WHILE	1
WAS	15	WHAT	7	WHOLE	1
WE	3	WHEN	4	WOULD	1
YOU	4	YOUR	2		

Summary: B:JOHN.MEO had 418 words with 178 different words.

Outline Document for B:JOHN.MEO

Name: Date:

n-john.doc

Request id: dqp10_1-257
Mon Jul 21 19:29:31 EDT 1986

*** ORGANIZATION ***

Dear Jonn,

On June 5, 1983, I graduated from high school.
I was going to try and let you feel what
I felt that day.

The graduation ceremony started at about 2:30 p.m., but we had to
be there at 1:00 p.m. inorder to get ready.
It
is something that every high school student looks forward to.

Having arrived at school by 1:00 p.m., really excited about what was
getting ready to happen to me.
So it was on my mind to keep my feet
perfectly straight.

When we all got seated and the principal of our school was giving
his speech, many thoughts were going through my mind.
In my mind I was trying to picture what it was going to be like when
I graduated from college.

Graduating from High School really meant a lot to me.
I hope that
I have given you some idea of what was going through my mind that
day.

*** DEVELOPMENT ***

A survey of twenty-five essays shows the following averages:
introcuctions, 120 words; body paragraphs, 180 words; and
conclusions, 100 words. An effective introduction, conclusion,

or body paragraph may be of any length, but a typical weakness of paragraphs is insufficient development.*

Since your introduction is considerably shorter than average, please check to be sure it introduces the essay gracefully.

Similarly, some of your body paragraphs are much shorter than average. Please check paragraphs 2, 3, and 4 for lack of development.

Your conclusion, too, is considerably shorter than average, please check to be sure you've released, not dropped, the reader.

*NOTE: quotations set apart from the text may render some or all the information in DEVELOPMENT inaccurate.

*** DICTION and TO BE VERBS ***

Dear John,

On June 5, 1983, I graduated from high school. That day really meant *[A LOT]* to me and to the members of my family. I had a great feeling going through the whole day. I WAS going to *[TRY AND]* let *[YOU]* see I felt that day.

The graduation ceremony started *[AT ABOUT]* 2:30 p.m., but we had to BE there at 1:00 p.m. inorder to get ready. When I got up that morning I WAS all smiles, looking forward to what I had BEEN anxiously awaiting. *[YOU]* can only experience that day once in your life, unless *[YOU]* go on to college. What I think IS most exciting about graduating from high school IS that *[IT IS]* your really first big change in life. It IS something that every high school student looks forward to.

Having arrived at school by 1:00 p.m., really excited about what WAS getting ready to happen to me. My stomach WAS turning in circles and I couldn't stop it. As the time got closer and closer to 2:30, I became more and more nervous by the minute. Then 2:30 p.m. finally arrived. When we WERE marching into the gymnasium, I WAS looking into the crowd trying to pick out my family to see if I could see the impression on their faces. I WAS thinking to *[MYSELF]* while I WAS walking in and I thought, Gosh, I hope I don't accidently trip and fall, because that would BE real embarrassing. So it WAS on my mind to keep my feet perfectly straight.

When we all got seated and the principal of our school WAS giving his speech, many thoughts WERE going through my mind. I WAS saying to *[MYSELF]* "Oh my God, I'm finally graduating from high school!" I WAS also thinking about what lay ahead of me in the future. I WAS thinking to *[MYSELF]* that now that I am receiving my diploma from high school let's see if I can get a degree from the University of North Carolina. In my mind I WAS trying to picture what it WAS going to BE like when I graduated from college.

Graduating from High School really meant *[A LOT]* to me. I had set a few goals for *[MYSELF]* , and a high school diploma WAS on of them. Now I had achieved it. Now *[IT IS]* time to move towards my next goal. I hope that I have given *[YOU]* some idea of what WAS going through my mind that

day.

*** SUGGEST ***

** Some suggestions will be inappropriate in your context. **

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Appendix O

** When several suggestions appear for a single word or phrase flagged, choose appropriately. **

a lot: a lot [informal, vague]: many, much OR be specific
at about: at about : at
it is: it is : GLOSSARY
myself: myself : GLOSSARY, *MYSELF*
try and: try and [informal]: try to
you: at your earliest convenience: soon
you: for your information: omit
you: you, your: GLOSSARY
a lot: a lot [informal, vague]: many, much OR be specific
you: at your earliest convenience: soon
you: for your information: omit
you: you, your: GLOSSARY

*** VAGUENESS ***

In this text, 0.5 percent of the words are vague.
You have limited your vague words appropriately.

*** SPELLING ***

Possible spelling errors in n-john.doc are:

accidently inorder

*** CHECK ***

foreword forward: forward: direction; foreword: "opening words of a book"
lay laid lie lain: lay, laid: "to put, place"; lie, lay, lain, "to recline"
most: check GLOSSARY when you could substitute **ALMOST**
principal principle: principle: "basic law"; principal: "first," "chief" a
sit sat set: sit, sat: "to be seated"; set: "to place," "put down"
then: then: "time when"; than: "larger than," "more than"
your, you're: your: possessive of you; you're: contraction of you are

*** PUNCTUATION ***

A description of the punctuation in n-john.doc :

2 double quotes and 0 single quotes
4 apostrophes
0 left parentheses and 0 right ones

Sentences probably incorrectly punctuated followed by corrections:

line 13
OLD: be there at 1:00 p.m. inorder to get ready. When I got up that morning
NEW: be there at 1:00 p.m. Inorder to get ready. When I got up that morning
line 25
OLD: more and more nervous by the minute. Then 2:20 p.m. finally arrived.
NEW: more and more nervous by the minute. Then 2:30 p.m. Finally arrived.

*** GRAMMAR ***

For file n-john.doc:

No split infinitives found

*** PROSE ***

THE LONGER YOUR DOCUMENT, THE MORE RELIABLE THE FOLLOWING ANALYSIS.
IF YOUR DOCUMENT HAS FEWER THAN 500 WORDS, USE WITH CAUTION.

AVERAGE SENTENCE LENGTH

Since your average sentence length is less than 18 you could probably strengthen your essay by combining more sentences.

VARIATION

Variation in sentence length, type, and openings prevents monotony. More important, a lack of variation suggests that every topic and every sentence has equal weight--a deficiency making it difficult for the reader to pick out the important points.

Sentence Length

19% of your sentences are five or more words shorter than average for your document as a whole. Strong documents typically have 30% or more short sentences.

12% of your sentences are ten or more words longer than the average for your document as a whole. Strong documents typically have 15% or more long sentences.

Strong documents typically have considerable variety in sentence length. Since too many sentences of medium length can make your style monotonous and blunt your important points, balance medium length sentences with shorter and longer ones.

Sentence Types

Your document has appropriate variety in sentence types.

Sentence Beginnings

Your document has appropriate variety in sentence beginnings

VERB CHOICE

To Be

Your percentage of "to be" verbs (42%) suggests that your text might benefit from more sentence combining and from more careful selection of verbs denoting action.

Passives

You have limited your passives appropriately.

Nominalizations

You have appropriately limited your nominalizations.

*** STYLE ***

sentence info:
av sent leng: 16.3
% of sent 5 words shorter than av: 19% (5)
% of sent 10 words longer than av: 12% (3)
sentence types
simple 47% (12) complex 54% (14)
verb choice
forms of to be: 42% (27)
passives as % of non-inf verbs 0% (0)
nominalizations 0 % (2)
sentence beginnings:
subject openers: noun (2) pron (9) pos (1) adj (3) adv (1) TOTAL 23%
other openers: prep 4% (1) adv 15% (4)
verb 0% (0) sub_conj 15% (4) conj 0% (0)
other information
no. sent: 26 ; no. wds: 422
av word leng: 3.95

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(Kincaid) 5.9 (auto) 5.3 (Coleman-Liau) 5.6 (Flesch) 6.8 (31.9)

*** ABSTRACT ***

In this text, 2.4 percent of the words are abstract.

Psychological research shows that concrete texts are easier to read, easier to use, and easier to remember. Your abstract index--over 2%--suggests that your text might be strengthened by adding more specific details and concrete illustrations. The following list of abstract words -- in order of their appearance -- may help you identify sections where support is necesseary.

Your abstract words are:

dear	mind	future	idea
try	mind	mind	mind
thought			

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Appendix D